DOCUMENT RESUME

ED 300 058 JC 880 472

AUTHOR Muha, Susan; And Others
TITLE Redesigning College Job Placement for the 1990s.
INSTITUTION Texas Coll. and Univ. System, Austin. Coordinating Board.
SPONS AGENCY Richland Coll., Dallas, TX.
PUB DATE 88
NOTE 127p.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Administrative Organization; *Career Counseling; *Career Development; Career Planning; Computer Uses in Education; *Employment Services; Guidance Personnel; Higher Education; *Job Development; *Job Placement; Noncredit Courses; Program Evaluation; *Student Employment; Vocational Education

ABSTRACT

Drawing from an examination of changing economic conditions, student needs, and training demands, this manual suggests an ideal plan for developing or revising existing college job placement services. Chapter 1 reviews the literature on the goals, components, and clients of job placement services. Chapter 2 focuses on organizational concerns, such as placement personnel and their responsibilities, the role of instructors and counselors, planning, facilities, eligibility requirements, and budgeting. After chapter 3 analyzes issues in college placement for non-credit education, chapters 4 through 7 examine the four essential components of job placement services: (1) preemployment preparation, including providing a course and/or non-credit workshops on career planning and integrating their content with other courses and services; (2) job development, including activities to locate and create job opportunities for students; (3) placement of students according to their education and abilities; and (4) conducting follow-up surveys of participants and employers and monitoring the marketplace for new and changing needs. Finally, chapter 8 examines the evaluation of placement services, identifying the kinds of data to be collected and sources of the information. Appendixes present samples of news releases, survey instruments, forms for record keeping, and other relevant materials. (AAZC)

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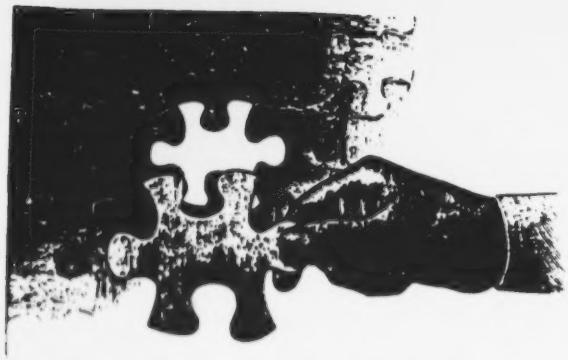

Redesigning College Job Placement for the 1990s

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Project Staff:
Susan Muha, Project Director
Peggy Davis, Project Developer
Sharon Blackman, Placement Specialist
Carol Carson, Grants Manager
Armanda Moore, Secretary

This project was funded by the Texas Higher Education Coordinating Board through a grant utilizing Carl D. Perkins Vocational Act Funds. Supplementary funding was provided by Richland College, Dallas, Texas.

Project Number: 88104014
Project Year: 1988

REDESIGNING COLLEGE JOB PLACEMENT FOR THE 1990s

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INTRODUCTION

"The purpose of higher education is to produce educated people, not to produce workers for industry. But practically speaking, we want people to have jobs when they graduate."

-Judy Horton, Acting Director of the Texas Faculty Association, as quoted in the Dallas Morning News, January 25, 1988

In Texas and throughout the nation postsecondary institutions are responding to the need for high quality vocational training programs. New, creative, and effective ways of training and retraining are a necessary response to rapidly changing economic needs and their accompanying demands.

Students who acquire skills through vocational training often need assistance from their college in finding employment. Models for job placement services must be identified in order to know what services can help students reduce periods of unemployment or underemployment. The information in this manual was gathered for that purpose and written to describe some of the features of successful college placement services.

Trends

Dr. Robert Wegmann, University of Houston at Clear Lake, summarized his research into our changing economy by

emphasizing a new paradigm that has important implications for the future of the workforce and for institutions that offer vocational training. According to Dr. Wegmann, these changes that took place during the last decade will influence college services in the future:

* The labor force grew at a very rapid rate as the baby boom generation reached maturity.
* More women sought employment outside the home.
* An increased number of immigrants entered the country.
* A massive increase in foreign trade occurred, followed by a very large deficit.
* New jobs were down due to increased automation and domestic regulation.

The total effect has been an imbalance between the number of people seeking employment and the number of jobs available, creating a situation where high unemployment has become chronic, and the competition for available job openings much more intense than in the past.

Jeffrey Hallett, author of Worklife Visions, also describes a changing economy. He estimates that 50% of the actual jobs performed in 1987 did not exist in 1967 and suggests that if this pace of change continues, by 2007 essentially all of the work will be new. "Our educational system ought to be preparing students to deal with such rapid workplace changes," Hallett says. With the advance of the information age, we are seeing the necessity for lifelong learning.

At the same time, there is evidence of a strong shift in

student values which may result in more demands for job placement assistance. A 1987 survey reflected the importance of economic values of 300,000 freshmen across the United States. These students were interested in education primarily for the purpose of finding good employment opportunities. The study by the Cooperative Institutional Research Program reported that over 70% of today's students are in college to "be able to make money" or to "be well off financially." This materialistic priority has increased by one third in the past ten years. This trend could, of course, have some obvious implications for those who provide higher education and student placement services.

In addition to serving the needs of the traditional student, college placement services will need to include returning adults who are retraining by taking a few courses to update skills and non-credit students who want to increase their chances in the marketplace through continuing education.

Information Gathering

These information gathering activities preceded the writing of this manual:

* A comprehensive review of the literature
* Completion of a needs assessment tool to determine the ideal placement program as perceived by students, staff, and business representatives
* Selection of an Advisory Board

* On-site visits to other colleges providing placement services for students

* An all-day workshop attended by faculty and staff which included both dissemination and discussion of information on labor market trends and job placement services.

Accountability

Any placement services designed for the future must plan for accountability. Students with high economic values may select training institutions by comparing placement rates. The Texas Legislature is also interested in knowing what kinds of jobs students are getting, how many students are being placed, and whether they are being placed in their respective fields of study.

The Manual

This manual is a result of an examination of changing economic conditions, changing student needs, and shifting demands on training institutions. Its purpose is to summarize and organize the information gathered during this study. It reports an ideal "how to" plan for developing or revising existing placement services where students can be helped to find their place in this new economy.

CHAPTER 1

THE JOB PLACEMENT SERVICES

Clear objectives are the basis for organizing and implementing job placement services in colleges and universities. A review of the literature reveals goals that are common to many successful job placement services in two year colleges and technical schools:

Goals

1. To motivate students to attain their full potential by providing resources and job search services.
2. To promote two-way communication between faculty, counselors, and placement services staff members.
3. To develop and maintain relations with business and industry for co-op, internship, and job placement opportunities.
4. To maximize employment prospects for graduates in their chosen field of study.
5. To expand career information and opportunities for all students.

Services

Many people and work groups must be involved in any effective job placement service. A successful placement center would identify employment opportunities so that graduates of training programs could be employed in the areas of their training or in related areas. This ideal service would also assist current students in finding jobs that are needed to remain in school. In addition, many placement

centers provide job search assistance for students who leave before they complete an educational training program.

The functions of a job placement service in a two year college can be divided into four major categories:

1. Preemployment preparation- the teaching of the skills necessary to obtain and keep employment, usually including resume preparation, interview techniques, and other job search strategies.
2. Job development- the seeking out of possible jobs for students by the person assigned to placement. This is usually accomplished through personal visits and phone calls.
3. Job placement- the process of matching a student with a job. Assistance such as listing of jobs and student referrals is given.
4. Follow-up and follow-through- the collection of data describing the quantity and quality of student placement.

These four major areas of activity in a job placement center will be discussed more fully in later chapters.

To be successful, job placement services must cooperate and communicate with many areas of the campus and the community:

* the instructors
* counselors and other student services
* an advisory committee
* business, industry, labor and civic organizations of the community
* government agencies

The effectiveness of job placement services is also dependent upon many other factors:

1. The selection of the proper person to become a job placement coordinator
2. Support personnel and funds provided to the placement office

3. The organization of the placement service
4. The commitment on the part of administration to establish and maintain an effective job placement service
5. The commitment on the part of technical/occupational instructors to assist students in finding employment in their chosen field of study
6. The coordination of efforts of all staff involved in placement activities
7. An ongoing public relations program to assist business and industry in hiring students exiting the training programs

Schools have begun accepting a responsibility for training students in methods and procedures to use in a productive job search. The job placement service may assist in matching the students' skills and competencies to the job requirements. Jobs or potential employers can be recommended that will start students toward their career objectives. Finally, a systematic follow-up of former students and their employers must be made if the effectiveness of the training programs is to be determined. Accurate follow-up data may be the only way to demonstrate accountability to administration and funding sources.

Students to be Served

Each person completing or exiting a technical/occupational program should have the assistance of a job placement program. Students may not complete post-secondary training programs for a number of valid reasons. Some students who intended to finish the entire block of courses "drop out" because of personal or financial influences. However, "early leavers" may reflect the trends in the type

of training that is now expected of colleges. Students who do not complete the prescribed program may leave because their goals may have been met. Early leavers may have enrolled in vocational programs:

1. To upgrade skills in vocational areas by taking one or more courses.
2. To broaden a knowledge base by taking selective courses within a vocational program (especially career changers).
3. To develop entry level or basic technical skills in order to be employed in that sector without completing the entire program.

It is, therefore, essential that these "early leavers" receive preemployment information before exiting the program. This would mean that all students who enroll in a program should have the benefits provided by job placement services. A complete job placement service would not be designed for graduates only. Student retention can also be improved when the placement service can assist currently enrolled students in finding the employment they may need to stay in school.

Services also should look toward the needs of non-credit students who are enrolled in programs that provide vocational skills. Chapter 3 will review the needs for serving continuing education students.

Essential Components of Job Placement Services

The personnel and resources of the job placement office will vary from college to college according to the funds available for this activity. A job placement consortium may be used by smaller colleges to provide these services for

students from two or more schools.

Essential components for the successful operation of a job placement service are:

1. Adequate funding
2. A placement coordinator
3. An advisory council that includes representatives from education, business, industry, trade associations, community leaders, and tech/occ instructors
4. Secretarial and clerical help for filing, typing, and other office duties
5. A central placement office for maintaining files and job information and performing other job placement service activities
6. On-going job development plans
7. Additional support personnel, if needed, to conduct follow-up
8. Plan for disseminating job-opening information to students
9. Evaluation instrument(s) for evaluation of the job placement services

Summary

The basis for an effective job placement service for students begins with explicit goals that are clearly communicated between administrators, faculty, counselors, and the staff members of the placement services. Services for all students enrolled in vocational/technical courses should include preemployment preparation, job development, job placement, and follow-up. The essential ingredients for providing effective services for a given institution must be determined by considering the ideal components and the funding available.

CHAPTER 2

ORGANIZATION

A successful job placement program will integrate the skills of a number of individuals and groups in cooperation to place students in the occupational areas of their training. This chapter will deal with this integration process and the responsibilities of the individuals and groups involved.

Personnel and Their Responsibilities

Administration

The administration develops policy for all programs within the system. Administrators are accountable, ultimately, for the quality of those programs. The final step in a complete process of training students is the placement of students in appropriate jobs. Administrators who understand this process and accept placement as the institution's charge will recognize that an active job placement service is beneficial to all training programs.

Functions of Administration

1. Select a job placement coordinator
2. Assist in developing plans for a job placement service
3. Provide adequate funding for a job placement service
4. Direct and supervise the job placement service
5. Provide office and support personnel
6. Help secure the cooperation of other school personnel
7. Approve the members of an advisory committee

8. Aid the job placement coordinator in developing a good public relations program

The Job Placement Coordinator

The job placement coordinator is the most important staff member in any job placement service program. It is the administration's responsibility to select an experienced and competent individual for this position.

Qualifications to consider when filling this position are:

1. Knowledge of technical/occupational programs offered by the college
2. Experience in working with business and industry
3. Training in competencies needed by a job placement coordinator

Providing job placement services requires abilities to interact with students, staff, and industry. It is a proactive rather than a reactive role. Potential employers must be identified in business and industry. In fairness to both the student and the employer, students must be guided toward jobs commensurate with the training they have completed and their abilities.

To accomplish this under the direction of the placement coordinator, the placement office staff would determine the requirements of the job, identify skills developed in college courses, and screen student competencies. Comprehensive services would develop methods for matching the student to the job.

Most area employers will not know about all of the training programs the school offers, the quality of the students, or the number of students who are available to fill a particular job. The job placement coordinator may be able to supply this information to targeted employers. He/she can market the students to prospective employers to increase the placement rate. A large portion of this manual will describe various activities of the job placement coordinator in an vocational training institution offering comprehensive placement services. A partial listing of the functions of the coordinator will be included here.

Functions of Job Placement Coordinator

1. Develop plans and procedures for the job placement program
2. Provide orientation for the faculty and students to the job placement services
3. Perform public relations activities regarding the job placement program with the community, school personnel, industry, business, employment commission, and other persons or agencies who may help promote job placement services
4. Make a job availability survey of business and industry in the local community and in the area to which the students will probably enter
5. Develop and maintain an up-to-date file of job openings
6. Coordinate the placement activities of instructors
7. Make job opening information available to students at appropriate times
8. Devise a formal plan whereby each student will have an opportunity to obtain preemployment service
9. Plan and conduct job development activities
10. Assist students in securing employment that will lead to their career objective
11. Match competencies possessed by a student to particular job specifications
12. Develop and maintain up-to-date student files
13. Coordinate with the state employment commission in developing and utilizing employer contacts
14. Develop a sufficient number and quality of jobs so

that the students may obtain positions in the occupational areas of their choice or in related areas

15. Provide inservice workshops for other school personnel who will be involved in job placement services
16. Provide job search information for students
17. Develop information concerning the number of persons trained in each occupational area and make this information available to employers
18. Make appropriate on-campus or off-campus contacts regarding job training or educational opportunities for handicapped, minorities, and other persons having special needs
19. Plan and conduct follow-up activities on students and employers
20. Summarize follow-up information in a usable form and present it to the administration and others for possible programmatic changes
21. Evaluate the job placement services

Job Placement Advisory Committee

An active job placement advisory committee is essential to the development and the operation of a successful job placement program. The committee can be used to:

1. Help plan the job placement services
2. Aid in the development of evaluation materials and procedures
3. Assist with student follow-up studies
4. Perform public relations activities with business, industry, and other school staff
5. Provide insight into problems and suggest alternatives not apparent to those directly involved in providing job placement services

Advisory committees have no administrative authority and receive no remuneration for their services. The members should be willing to make a commitment based on their belief that job placement services are of value to the college, to students, and to employers.

Qualifications of members for an advisory committee should

include recent, successful, and practical experience in the committee's area of concern. Prospective members should have the time and the interest to devote to the committee's activities. Recently retired executives, such as those found in SCORE, may be excellent job placement advisory members.

Membership for the job placement advisory committee should be selected through the cooperative efforts of the job placement staff, the faculty, and administration. Membership size should be based on the number needed to insure an involved and effective committee. Usually, the number of members ranges from 5 to 20. Contacting upper echelon executives in the community from education, business, and industry can provide nominations of individuals to serve on the committee. This action will assure sanction of the committee at the highest levels. In schools where occupational advisory committees are in place, a business/industry representative from each one might be asked to be a member of the job placement advisory committee. These individuals have already established their commitment to business and educational cooperation. Resource people to consider for inclusion on the job placement advisory committee are:

1. Business and industry representatives who have yet to be included on an occupational advisory committee
2. Administrators
3. Members of local civic clubs
4. Trade association members
5. The chairperson from each occupational advisory committee

6. Technical/Occupational instructors

(Not more that 40% of the committee members should be college staff.)

The prescribed period of time for membership on the job placement advisory committee is usually three years. Staggering terms allows for a continuous committee nucleus of experienced members.

Selection of a chairperson and a vice-chairperson would be decided at the first meeting of the job placement advisory committee. A staff member may be used as a recording secretary. The job placement coordinator should not serve as chairperson, but he or she should assume the responsibility for leading discussions in a facilitative manner.

Members should receive an agenda for each meeting three to five days prior to each meeting. The agenda can be developed by the chairperson and the job placement coordinator. Minutes of each meeting should be sent to members and to designated school administrators within ten days of the meeting.

The number and time of meetings should be established by the job placement advisory committee. It is recommended that at least three meetings be held each year. Special meetings may be called as needed.

An involved and effective committee will:

1. Assist in job placement program planning
2. Evaluate job placement activities
3. Serve as liaison between the college and employers
4. Perform public relations activities with business,

industry, and college administration
5. Assist in problem-solving for job placement
6. Assist in follow-up studies

If appropriate, an advisory committee may be formed at the inception and allowed to have input into the beginning of a placement program.

Members must be allowed to be active participants, not passive listeners. The agenda should be constructed to insure time for members to express their opinions and to make suggestions for changes and improvements. The committee will function much more effectively if they feel needed. Their input should be heard and considered by the staff of the job placement service. The committee should get feedback from their suggestions and be informed about the staff's plan of action.

The job placement coordinator should interact with the committee by:

1. Informing the members of the proposed objectives and activities of the job placement service
2. Discussing and responding to reactions and suggestions from the members
3. Familiarizing members with the operation of the job placement service
4. Integrating the expertise of the committee with the needs of the job placement service

Instructors and Counselors

The job placement coordinator should involve each technical/occupational instructor and counselor in the activities of the job placement service. These colleagues have unique information on students and the businesses where their students could be hired. The instructors'

cooperation and assistance are key factors in the success of the job placement service.

Functions of instructors and counselors in the ideal placement services include:

1. Assist in orientation of students
2. Counsel students
3. Provide career and job information to students
4. Provide preemployment preparation for students
5. Perform public relations activities with business, industry and students
6. Assist in developing jobs for students
7. Assist in follow-up programs

Employers

Employers who benefit from successful college placement services can contribute to this success when they:

1. Provide local labor market information to the job placement coordinator
2. Provide job requirements and notice of openings
3. Serve on the job placement advisory committee when requested
4. Provide feedback to the institution regarding the performance of students hired
5. Provide feedback to the institution regarding appropriateness of training programs to job requirements

Students must assume much of the responsibility for their own successful placement. They increase their likelihood of finding appropriate employment when they:

1. Complete student orientation of job placement services
2. Participate in preemployment training workshops, such as resume writing and interview skills
3. Know how to complete a job application form
4. Provide feedback to the college to assist in developing a better job placement program

Operational Planning

Whether starting a new job placement program or regenerating an old one, visiting area campuses provides an effective way to obtain ideas and suggestions for establishing a successful program. A review of recent literature can generate ideas for operational planning.

Facilities

The job placement office should be located in a central, easily accessible area. The job placement coordinator should have a private office so that private interviews may be conducted. Clerical help and office equipment should be conveniently available.

Students Eligible for Services

Job placement services may be available to all students who enroll in any credit or non-credit program. If exceptions are determined due to college policy or advisory board decisions, these exceptions should be clearly defined and maintained. The following types of students may be seeking full-time, part-time, or temporary jobs:

1. Students exiting training programs
2. Former graduates of technical/occupational training programs
3. Adult program students
4. Full-time students needing part-time jobs to remain in school
5. Students with special needs, such as dislocated workers, single parents and homemakers, and handicapped students
6. Students with or without identified skills who have

withdrawn prior to completion of prescribed training programs

Budget

A budget should be developed that will adequately maintain the office of Job Placement Services. Since costs will vary according to location and type of institution, it would be impossible to state budget costs. The largest allocations, though, will generally be in the areas of personnel salaries, travel, and publicity. Suggestions for inclusions in the budget are:

1. Full-time Job Placement Coordinator
2. Job Developer and/or Placement Specialist if funds permit
3. Clerical staff
4. Equipment
5. Communications (Telephone, Postage, etc.)
6. Supplies
7. Printing (Copies and Reproduction)
8. Travel
9. Publicity

Budget Suggestions

Though budget considerations are always a factor in determining a job placement service, the following are considered essential for an ideal placement program:

Staff

A full-time job placement coordinator should be employed. If funding is not available for or enrollment does not justify a full-time job placement coordinator, some districts may elect to have one coordinator serve two or more colleges. This approach has been found to be more successful

than utilizing a part-time coordinator.

The job placement coordinator should be able to maintain a flexible schedule in order to make calls on area businesses and industry. If the job placement coordinator is not required to be on campus at specified times, he/she will be able to accommodate the employment needs of business and industry more effectively.

Sufficient clerical staff should be hired to keep records and files essential to a job placement program. This will include files on employers and students. This will require at least one full-time person working regular office hours.

Printing

Student forms, employer forms, and forms for maintaining data are used on a regular basis in a job placement service. Many placement activities require handouts or instructional materials that are developed by the placement coordinator or other staff members. Reproduction of these materials will be a major item in a placement service budget.

Communications

Communications includes contacting employers to set up interviews, locating jobs, and obtaining employer and student follow-up surveys. Funds should be budgeted for telephone and postal communications.

Travel

To develop jobs within the community, the job placement

coordinator will need to have a travel budget. Many job placement services, such as meeting with businesses and civic organizations, will need to be performed outside the office.

Publicity

On-going publicity is essential to the success of a job placement program, especially in establishing its presence on campus and in the community. Money should be budgeted for this expense. Some examples of job placement publicity can be found in Appendix A.

Furniture, Equipment, and Supplies

The amount and quality of these are determined by each institution's size and budget. Allocations should be made which will enable the job placement staff members to meet with students and to conduct business as the model placement office described in this chapter.

Summary

Roles in student placement can be clearly defined for college administrators, placement center personnel, instructors/counselors, and for advisory committee members. In addition, students and employers must also be accountable for the success of matching talent with opportunity in the workplace.

Operational planning includes budget considerations,

facilities, and determining which students are eligible for services.

CHAPTER 3

ISSUES IN COLLEGE PLACEMENT FOR NON-CREDIT EDUCATION

Previous chapters have described how placement services can reduce periods of unemployment or underemployment for students. Benefits for the business community are also derived when trained and qualified employees are directed to them. The follow-up functions that are incorporated into successful student placement services are also useful for instructional evaluation, program planning, and accountability.

These same benefits for students, for instructional development, and for employers can be seen when placement services are expanded to include selected non-credit courses and programs.

It is becoming increasingly common for community colleges to face the issue of whether placement is an appropriate function in non-credit courses and programs. Some may contend that the issue is not whether placement is an appropriate function for non-credit programs but which programs and/or courses are more appropriate for placement activity and what form will this placement activity take.

Non-credit education may encompass a broad range of courses and programs: adult basic education; community service courses; basic preparatory skills training; up-grade

skills training; professional continuing education; and career preparation programs. This broad scope further complicates the issue of finding the most appropriate starting point for a placement function.

Colleges, businesses, and governmental agencies are increasingly being requested to become more accountable where education and training are occurring. With this trend an increased emphasis has been placed on being able to provide placement for the successful student upon completion of the program. Many times colleges and agencies are being asked the following questions:

1. How many program completers were trained?
2. How many program completers were placed in jobs?
3. Were those students placed in jobs related to their training?

Answers to these questions require extensive follow-up and careful analysis of follow-up data. The complexity of compiling and tabulating this information over a period of time continues to pose difficulties for several reasons: (1) there may not be a staff person assigned responsibility for this task; (2) the definition being used for a completer many times is not uniform among the schools or governmental agencies; and (3) a tremendous amount of time is required to follow a program completer.

Some students are not placed immediately upon program completion; those that are may change jobs within the first or second year. Accurate follow-up, then, presents the

difficulty of tracking over a long period of time.

Follow-up problems are not necessarily unique to non-credit programs, but the task may be more difficult because there are usually fewer staff members and support systems (financial, computer, career services, etc.). College administrators and funding sources have usually shown less interest in providing a "placement system" for non-credit students. This traditional approach may change to some degree with the increased emphasis and funding from the Job Training Partnership Act (JTPA) and other governmental sources.

The issues a college will need to explore in providing placement services for the non-credit student will include:

A. Determination of courses and programs which are most appropriate for this function.

B. Deciding the type and extent of the job placement services to be made available to the non-credit student.

C. Planning for the training and funding necessary to accomplish this task.

Questions to Be Answered

Basic questions must be answered when a college is determining which course and/or programs are appropriate for placement services for non-credit students:

- Does the course or program provide enough intensive training for the student to satisfactorily develop a competency level or set of competencies for a particular job?

- Does the program provide sufficient depth and breadth to allow the student to successfully master the skills

that are required in the workplace?

- How will the competency level of students be determined?

- Will the college provide placement services for persons who complete only a portion of the course or program?

- Will the college limit its placement services to non-credit programs and courses which are defined as vocational or technical only?

- Is there a viable market for a person with the skills developed in the course or program?

- Are the curriculum and syllabi current, and do they reflect the needs of the business community?

- Was the curriculum developed through a DACUM process or a method that allows for task verification?

- Will the placement services for non-credit courses and programs be administered through the normal college channels which are already functioning?

Activities for Non-Credit Students

Additional issues must be addressed to determine the type of placement activities that will be planned for non-credit students and the extent of the job placement services:

- What type(s) of placement activities are desirable and affordable? (These may include, but are not limited to: on campus recruiting; open resume files; resume referral; and job posting.)

- Determining the role of career planning in this placement process and function. Will resume writing, interviewing skills, job search clubs, computerized career guidance systems, or career testing be available for the non-credit student?

- How many specialized non-credit courses or programs can the institution afford to administer (i.e., in terms of business and financial resources)?

- Does institutional policy need to be clarified before any placement services are offered for non-credit students?

Do administrative guidelines need to be developed that will support placement programs or services for non-credit students on an on-going basis?

Training and Funding to Accomplish the Task

Training for the placement staff will need to be provided. The amount and complexity of the training is dependent upon the number of non-credit courses and programs eligible for placement services. It also depends upon the how frequently these programs operate and the number of students completing these selected programs.

The administrators of non-credit programs must be prepared to provide good information to the placement staff about the courses and programs. This will include:

- Overview of the program with a description
- Syllabi and/or curriculum with exit competencies
- List of programs or topic modules with the amount of training time allotted for each one.

Funding needs for this activity will vary according to the kinds of placement activity provided, as well as the number of program completers who chose to use the service. The institution will need to determine a feasible starting point based on its resources.

Summary

When college planners design model placement programs for the 1990's, there will be a need to include services for students in non-credit courses and programs. The degree of participation by colleges in offering placement

services to non-credit students will expand more quickly in institutions which are accepting grants that fund training for special populations.

Students who are not members of special populations will begin to expect the same consideration when they fulfill similar requirements in courses and programs. Providing placement services for all students in selected non-credit courses and programs will likely follow. It will be a challenge for those who offer high quality non-credit education to find ways to provide job search assistance in an orderly, efficient, and fair manner.

CHAPTER 4

PREEMPLOYMENT PREPARATION

Preemployment preparation is defined as the teaching of the skills necessary to obtain and keep employment. Completing job applications, preparing resumes, planning a job search and discussing interviewing techniques are some of the activities intended to prepare students for the marketplace.

Comprehensive preemployment training by college placement services may shorten the periods of unemployment or underemployment experienced by students who have completed their vocational training courses. Skills for job search are even more necessary in the current Texas economy of slower economic growth and intensified competition.

Job finding skills will serve students throughout their working lives. According to Robert Wegmann in Looking for Work in the New Economy, "Although movement from one employer to another declines with age, there is a substantial amount of turnover at all age levels. Indeed, America stands out sharply when compared to other industrialized countries, where employment is much more stable. Over a working life, the average American worker will hold 10.5 jobs, compared to two for the average worker in Germany, for example." (p. 88)

Students who are preparing to obtain employment may have the necessary vocational skills, but they may lack the skills

necessary for a successful job search. Job placement services can help develop these important skills for a successful transition from college to the workplace. Since most job applicants have not been trained in preemployment skills, they enter the business world with anxiety and trepidation. A well-qualified person may not be employed because of confusion, a general lack of knowledge or uncertainty as to what should be done before, during, and after a job interview.

Many times this lack of training in preemployment skills will reflect negatively on the school. If a job candidate is unable to fill out an application for employment form, the employer may question his/her competence in vocational areas. Many employers take a broad view of how the school prepares their students for the workplace.

Some colleges do offer courses in career planning which usually include instruction in job-seeking skills. Preemployment skills may also be taught in:

1. Seminars or workshops sponsored by job placement services
2. Classes, such as English, where instructors may integrate resume writing or other skills into the course
3. One-on-one sessions with students by career counselors or the job placement staff

Preemployment Services

Upon completion of preemployment preparations, a student should know:

1. That job hunting is a methodical process and that

specific plans must be made to obtain a desired position
2. The possible sources and locations of employment
3. Where placement assistance may be obtained within the institution, other organizations, agencies, or individuals
4. The attitudes, traits, and employment skills desired by employers
5. How to prepare a resume
6. How to complete the five basic parts of an application for employment
7. How to prepare for an interview
8. Questions frequently asked by a potential employer
9. Questions an interviewee should ask
10. How to market his/her qualifications by matching employer needs to applicant skills
11. How to obtain job information and referrals through information interviews
12. Reasons for and how to write:
    a. Cover letters for resumes
    b. Follow-up letters after an interview
    c. Letters of acceptance of a job offer
    d. Letters of rejection of a job offer

Responsibilities for Preemployment Training

The job placement coordinator must have the knowledge and skills necessary to provide preemployment information for all students so they will be able to present their qualifications and themselves successfully to a prospective employer.

Training and coordination of others in the college who provide preemployment assistance should be consistent and up-to-date.

Major Activities of Preemployment Training

There are several methods of providing preemployment preparation classes. Three of the most common are:

1. Offering a credit and/or non-credit career course
2. Integrating an existing course
3. Developing non-credit workshops

Offer a Career Course

This course should be designed to teach students the on-going process of decision-making as it relates to career/life planning. Students can be taught to identify the unique aspects of themselves (interest, skills, values). They can investigate possible work environments and develop occupational research and preemployment skills.

Integrate a Course

Preemployment course content may be integrated into existing courses. The material, in this case, is taught by the placement coordinator and/or instructor teaching the course. The advantages of this method would be:

1. Additional resources would not be required for the preemployment training
2. Scheduling problems would be eliminated

The disadvantages would be:

1. Instructors may object to using time that had been formerly used to present course subject matter
2. The quality of instruction would vary if the instructors taught the course
3. If instructors taught the course, they would need to attend workshops to prepare for teaching preemployment topics

Develop Non-Credit Workshops

Workshops could be offered at times when most students are not scheduled in credit courses. The program could be

designed to include various topics in preemployment preparation. Guest speakers could add interest to the program.

This may be the least desirable of the three methods since students often do not take advantage of this method if it is not "required." Many students fail to understand the importance of preemployment skills training until after they have experienced this type of instruction.

Selecting the Career Objective

Students should select a career objective before beginning a job search. Many different career goals can be chosen by students who have completed the same technical/occupational training program. A specific career objective can be determined by considering answers to the following questions:

1. What type of job do I want?
2. How does this job fit with my skills, values, and personality?
3. What are the opportunities for advancement in this position?
4. What is the employment outlook for this job?

The job placement center can help each student find answers to these questions by providing job search literature, computer guidance programs, and personal referrals.

Summary

Preemployment preparation is an important function of

job placement services. Its major activities are:

1. Providing preemployment instruction and counseling
2. Helping students choose career objectives
3. Teaching methods for conducting the job search
4. Helping students prepare resumes
5. Teaching interview skills
6. Showing students how to fill out job application forms
7. Providing information on employment trends and job requirements
8. Helping students prepare correspondence to potential employers
9. Maintaining current information about federal and state legislation affecting employees and job placement services

CHAPTER 5

JOB DEVELOPMENT

Definition and Purpose

Job development is defined as an effort to locate and/or create job opportunities for students by:

1. Matching trained students to job openings within the business community
2. Discovering new or emerging occupations within a company or field
3. Developing new jobs where none existed before

Since job development is an active and constantly changing activity, a full-time placement coordinator with a flexible schedule should be hired. Additional professional positions such as "Job Developer" or "Placement Specialist" are funded in some colleges with active placement services. Jobs and/or potential employers should be developed in sufficient quantity and quality in each area of training so that students can find employment commensurate with their interests and capabilities. This goal can be accomplished when a comprehensive public relations program is supported between job placement services and the business community.

The two primary functions of job development are:

1. To find jobs or potential employers for qualified students
2. To assist business and industry in filling job openings with appropriately trained individuals

The job placement coordinator, job developer, or

placement specialist should have the knowledge and skill necessary to establish and maintain an on-going, mutually beneficial relationship with business and industry that results in the development of employment options related to the needs of students.

Responsibilities for Job Development

Determining Student Needs

The first step in a job development program is to determine the kinds of jobs that need to be developed based on the technical/vocational programs offered. A Student Placement form (Appendix A1) should be completed by each student seeking information from job placement services. With this data the job placement coordinator can coordinate student needs with job development activity. Student employment needs will define those types of employers who need to be contacted and, subsequently, the types of jobs that will be developed. If possible, this student information could be entered into a computer for a more manageable student data base.

Building an Employer File

The placement services staff should determine which companies are potential employers for trained students. The employer list, which must be constantly updated and expanded, should contain the business name, address, telephone number, pertinent job information, and company contact. Potential

employers need to be identified with requirements that can be matched to the individual skills and needs of the students. Listings of potential employers in the area are needed to start an employer file. There are free or nominal-cost sources available for this purpose. Some sources to consider are:

1. Chamber of Commerce listing of businesses
2. Texas Employment Commission
3. Texas Rehabilitation Commission
4. Civil service agencies (municipal or county government offices)
5. Newspaper ads
6. Advisory committee members
7. Telephone directory
8. Directories from business organizations or associations
9. Community service organizations, e.g., Lions and Kiwanis
10. Public library

There are many additional sources available from within the college that can be valuable when an employer list is being compiled. Former students can provide information concerning their present employers through the student follow-up forms.(Appendix A6) Current students who are working can also provide information about the needs and hiring practices of their present employers. Instructors are valuable sources to utilize in identifying potential employers (Appendix A5). Information from sources mentioned in this paragraph may be harder to obtain than information from published sources, but it will be more practical than simply working from a published list.

Classifying Employers

Once a comprehensive listing of employers has been completed, the employers can be classified by the occupational area of the majority of their employees or by the products produced. In some cases there are published sources that list the number of employees by occupations. These lists can be used to create a file indicating various areas of training.

The next step is to classify companies as to major or minor employers. The number of people employed is not a sole indicator in classifying the firm as a major or minor employer. It may be more important to check the number of employees within occupational areas that correspond to training programs offered at the college.

Small businesses, those with fewer than 100 employees, may be an important part of the employer list. According to Robert Wegmann, "These (small) firms generate a disproportionate share of newly created jobs. Such independent small businesses employ 33 percent of the workforce but are the source of 37 percent of all newly created openings." (p. 35)

The location of the business should be identified and classified, also, since many students will have a preference for a certain geographical area.

The product of this work should be a list of small and large employers to be contacted. The list will be based on

the competencies emphasized in the training programs of the college and on student needs. This data base needs constant updating since businesses close, new businesses open, and personnel change. In our evolving economy, employer information must be current to be of value to the student and the job placement staff.

Employer Survey

Using the employer list as a data base, an employer survey should be used to:

1. Determine the employment needs of area businesses
2. Develop job opening leads
3. Update files every year
4. Identify decision makers within each company surveyed

The following items should be included in the employer survey:

1. A good cover letter addressed to the decision maker, rather than to a personnel office
2. A description of the college, training programs offered, and the job placement program
3. A request for brochures or other information describing the company and its business
4. An employer survey form to help determine the future employment needs of the company

The job placement center should use two separate survey forms-- one for initial contact and one for future contact. The initial contact, to be used while still gathering information on employment needs, should also gather information of a general nature, such as the number of people currently employed and major hiring times. This is the employer "profile" information.

Later surveys should be developed to:

1. Obtain actual and potential employment needs
2. Give the employer an opportunity to evaluate the placement service
3. Determine how helpful the placement office was in meeting employment needs
4. Determine the success or failure of students placed with the company (Appendix A7)
5. Obtain other necessary employment feedback

The three most common methods of contacting employers are:

1. Mailing of the employer survey
2. Contacting employers by telephone to obtain the same information
3. Contacting the employers in person. This is the most effective, yet the most time consuming, method. When contacting any business, it is most effective to contact the person with the most influence. This person can introduce placement services staff members to the persons who actually hire the employees.

Job Development Activities

There are numerous activities that the job placement service can perform that will make employers aware that students are available for placement (Appendix A3). Some of these may be considered nontraditional since only a few placement services use them. Jobs have been developed by creative means because of the lack of time and money. Many methods have opened up new areas of job opportunities for students.

Activity: Articles in association newsletters

Description: Practically every business concern belongs to an

association that is concerned with the welfare of the members of that particular industry. These organizations all have newsletters, and several will be willing to insert an article concerning the placement service, the college training program, and the number and quality of students exiting the programs. These articles should be prepared in such a manner as to benefit all colleges offering similar training programs.

Activity: Radio and television advertising

Description: Radio and television stations have public service time available that can be used by the placement service. A script can be developed and offered to the stations. Some stations have a community service program that can provide as much as thirty minutes of air time for placement services.

Activity: Paid advertising

Description: Advertising in newspapers and magazines is an inexpensive means of reaching large numbers of employers. Classified and display ads may seem costly, but not when that expenditure is compared to the coordinator's time and expense in making personal visits or phone calls.

Activity: Professional association coverage

Description: Association appearances have proven to be a

successful method of contacting personnel directors, department supervisors, and key decision makers that have or are projecting employment needs. College personnel should request time for a presentation on association programs and speak on topics that are appropriate to each special group.

Activity: Staff meeting presentations

Description: It is sometimes possible to get invitations to make presentations at the staff meetings of a particular business. This is an ideal method of making placement services known to the persons responsible for hiring employees in a particular firm. Arrangements may be made for such a meeting by direct contact with executives.

Activity: Resume books

Description: Publications containing a resume of each program graduate are a means of communicating to employers the quantity and quality of individuals available for placement. The resume book, along with an introductory letter, is mailed to employers who have a potential for hiring graduates. A consent form must be signed by the student before any information is released in an identifiable manner. The resume book, used more often by private four year colleges, is expensive and may be impractical in most one or two year vocational training institutions.

Activity: Resume Briefs

Description: Eight to ten briefs are included on each page of this publication. These are mailed to prospective employers who may hire students with specific skills. Each student is assigned a code instead of using names. This method has the advantage of being economical in both time and money. A card is enclosed which the employer can use to request further information on certain coded students. The employer can then be contacted by telephone or personal visit; job orders, and/or interview appointments can then be made. These briefs should be mailed two to six months before the student plans to exit the program. More than one mailing may be needed. This is an effective method of job development by direct mail.

Activity: Booths at Business/Industrial Trade Shows

Description: This is a way to inform business and industry of job placement services and get job orders.

Activity: Reunion of former and present tech/occ students

Description: This can best be done if it is planned before the students graduate. The school can pull names and addresses of past graduates and send invitations. The activity should probably include a meal. During the course of the event, former students should be asked to tell where they are working and what they are presently doing.

Activity: New Business Visits

Description: Welcome letters are sent to businesses new to the area. The placement coordinator should follow-up with an on-site visit and invitation to tour the college and appropriate tech/occ programs. The Chamber of Commerce and newspapers can provide information concerning new businesses.

Activity: Business/Industrial Visits

Description: Technical/occupations instructors are released from classroom duties for two days. This gives them the opportunity to visit employers, share ideas, discuss training programs, employment needs, and develop cooperation between the college and business in preparing students for the job market. During the instructors absence, students take part in career awareness and preemployment workshops.

Activity: Business/Career Days

Description: Potential employers are invited to the college to talk to and/or interview students. Usually the first half of the day the employers make presentations to small groups. These presentations should include information such as company growth, types of employment offered, employer expectations, and potential employment opportunities. During the second part of the day the employers may interview

interested students on an individual basis. A planning committee representing all programs should be formed to plan the activities for the day. Employers should know they are welcome at the college and that the school is offering training programs that were developed according to the needs of business and industry.

Marketing the Job Placement Program

A public relations program should be directed toward employers, but faculty and administration need to be kept informed of the activities of the job placement office. The administration should receive regular written reports, and faculty members should receive reports at regular staff meetings.

The job placement coordinator may come in contact with employers who are not well informed about the training programs offered by the college. An employer may even be skeptical about the students graduating from the college's training programs. It is the job placement coordinator's responsibility to "sell" the training program and the students' skills to the prospective employers.

The job placement coordinator must assess an employer's needs to determine the optimal placement of graduates within the firm. This is job analysis, and it is essential for job development. Jobs that previously did not exist for vocationally-trained students can be developed through effective job analysis. The job placement coordinator should

work closely with the employer when occupations are new or emerging. This calls for explaining how trained students can be utilized. In some cases, if the demand is great, a new training program can be initiated or suggested to the college. Fast-track or non-credit courses may be one way to accommodate the emerging needs of businesses for training or re-training in emerging fields.

The Job Opening - Obtaining and Disseminating Information

One of the most important elements in job development is obtaining information from the employer when a job opening occurs. Essential information must be elicited from the employer in order to match his or her needs with the ability, training and interests of a qualified student.

A job order (Appendix A2) should be made for each job opening. When it is completed, the employer should:

1. Be mailed a copy of the form for verification
2. Receive a cover letter thanking the employer for the job order
3. Be given some indication as to when the employer may expect action on the job order

It is important to both the employer and the students that all job orders are properly distributed to the appropriate instructors and to the qualified students. This information may also be disseminated to department chairpersons.

Summary

Job development is a primary responsibility of a job

placement coordinator and may require the services of another staff member. It is a year-round activity which requires a flexible schedule. The job placement coordinator must actively seek contact with business and industry in order to develop employment opportunities for those presently enrolled in and those graduating from training programs. A close working relationship must be developed and maintained if successful job development is to occur. Job development activities should include: personal contacts, telephone contacts, direct mail, advertising, and presentations at meetings.

The goal of job development is to match employers' job requirements to students' skills and interests. When this match is successfully completed, it benefits the student, the employer, the college, and the community.

CHAPTER 6

JOB PLACEMENT

The job placement coordinator must have the knowledge and skills necessary to provide job placement services for students who are enrolled in or are exiting college programs.

The coordinator will need the involvement of instructors, counselors, administrators, and support staff in order to place students according to their abilities, interests, and training. These staff members have an important role in preparing the student for job placement, but the placement services coordinator retains the direct responsibility for finding jobs for students.

Placing the Student on the Job

Interested students will need to receive preemployment information on job search skills, resume preparation, and job interview techniques. Additional skills, connections, and resources are required to find employment opportunities, and many students are not prepared to accomplish this on their own. An active, concerned job placement service is an essential support system for these individuals who are making the difficult transition from school to the workplace. Without this service, students may have a longer period of unemployment, may be underemployed, or may accept positions

that not are related to the training they received.

Major Activities of Student Placement

This section will summarize procedures and placement forms used by various colleges in placing students on jobs in their training area. Most of the information will be related to work-study programs that are concurrent with training or to full-time employment after courses are completed. However, the job placement service will also need to help some students locate part-time employment for the purpose of providing the financial means needed to stay in the training program.

Internships

Internships may be a function of the placement service, the responsibility of each technical division, or the primary activity of a separate division with its own coordinator. The organizational structure for this activity will depend on college policy. In any case, personnel who supervise internships should maintain an active flow of communication with the placement services staff.

Common criteria for student interns are:

1. Declared major
2. 3.0 grade point average
3. 30 credit hours
4. Interviews with program coordinator and employer

Internship format:

1. Work minimum of 10 hours a week
2. Attend a seminar one hour a week, which focuses on job content skills, career goals, and interpersonal skills
3. Total course load for semester may not exceed 12 credit hours

Benefits to students:

1. Increased employment opportunity after graduation
2. Opportunity to test their interest in a chosen field
3. Awareness of the skills necessary for success in chosen field
4. Three credit hours

Benefits to employers:

1. Students are motivated and productive workers
2. Students can provide assistance to higher-level professionals
3. Students can be utilized in cyclical and short-term projects.

Cooperative Education Program

Criteria for student involvement:

1. Freshmen may begin after completing two courses in their majors
2. If a student has work skills that qualify for a job, the student may obtain instructor approval
3. The student must have a "C" or better grade average

Coop format:

1. Work a minimum of 10 hours a week
2. Attend a seminar on-campus one hour a week

Benefits to students:

1. Earn up to four semester hours credit for each training assignment completed
2. Earn a salary from the employer
3. Gain a professional contact that may be used as a reference or may lead to employment after graduation

Benefits to employers:

1. Students can be used to fill temporary positions
2. A cooperative education program is a valid recruitment tool
3. Cooperative education trained students mean lower business training costs

Community Contacts Program

Some colleges have developed an assistance program for students wanting to do information interviewing. Groups such as Rotary Clubs agree to provide career planning assistance to students as one of their service projects. Volunteers come from a wide variety of professions, so students can usually find a contact in their area of interest. In many cases, information interviewing has led to job offers or job referrals. Wegman states that

> a significant proportion of those hired by all employers, large and small, come to the firm's attention through personal referrals. Employers and personnel officials have a clear preference for hiring those recommended by persons they know...employees hired as the result of personal referrals do tend to stay with the firm longer, so that employer preferences for such referrals are not simply a matter of discriminatory intent.

The applicant also benefits from the referral process. Wegman writes,

> The person making the referral can usually inform him or her about the job's demands, the quality of life in this particular workplace, the most likely pay, the chances for advancement, and so on. The applicant, like the employer is better off knowing about a few good employment possibilities in some depth, rather than having a list of hundreds of miscellaneous job opportunities with little information beyond the job title and the name of the employer.

Develop Student Placement Folder

A folder can be developed for each student enrolled in technical training programs. The following information may be included in the folder:

1. A student placement form (Appendix A1)
2. Resume
3. Evaluation by instructors of the student's skills.

This evaluation should be made with the student's knowledge and should be used to assist the coordinator and the student in selecting the right job.

The job placement coordinator needs to gain as much knowledge of the student's skills, requirements, and personality as possible.

Conducting Student Preemployment Interview

If possible, the job placement coordinator should interview each student wanting employment before the student exits the training program. The interview may include:

1. A review of the student's qualifications
2. A determination of the student's occupational objective
3. A decision on the type of job to be sought
4. Information on the labor market
5. Resume preparation
6. Interview techniques

The job placement coordinator will find it easier to "sell" a student to an employer if the coordinator has a knowledge of the student's personality and occupational competencies.

Matching Student's Qualifications to Job Requirements

The ultimate goal of the placement office is to find employment for a large percentage of students commensurate with their knowledge, skills, and interests. Job placement and job development need to work in tandem to be successful.

The key to an efficiently run placement program is the establishment and maintenance of an efficient record-keeping system. Each institution will need to develop a system unique to its needs. Forms and materials in the appendix may

serve as a reference for establishing a placement record-keeping system or revising existing forms to provide more accurate or efficient placement data.

Dissemination of Job Opening Information

All job listings should be made available to students who fill the job requirements. Some firms may wish to interview only those students who have been screened and referred by the placement office. Other companies may want as many applicants as possible. In order to maintain a good working relationship with area employers, it is important to follow company policy.

Some placement offices furnish the appropriate instructors with a copy of the job listing. They will refer students whom they believe to be qualified for the job. The instructor may use the job listing as a way to inform their students of the kinds and quality of jobs that are available for trained individuals. The job listings may be available to students on a bulletin board, in binders, or on computers. The firm's name and address should not be included if the firm so requests. The job title, job description, general information, and salary should be listed (Appendix A2). Some placement coordinators prefer that students make application through the placement office.

Referring Students to Job Openings

There are several methods for referring students to particular jobs. Some placement offices mail out a list of all job openings in a specific career area to students exiting that training program. Some coordinators prefer to screen each student before referring to a particular job. When the job placement coordinator contacts the employer concerning a qualified student, the employer may arrange for an interview or ask for a resume. The employer should be advised of the institution's policy regarding screening and referring. A referral should be made as far in advance of graduation as is possible. Positions may be accepted and employers will wait for the right person if they are assured that they will accept employment.

In addition to contacting the student and the employer for scheduling an interview, the program instructors may also need to be consulted since the student may need to miss school. The job requirements and career potential may be reviewed with the student prior to the interview. The student may also wish to review preemployment information in preparation for the interview. Employers generally will not give reasons in writing if the student is not hired. However, this information can often be obtained by telephone or in person. The coordinator may get a commitment from the student to report the results of the interview and his or her next plan of action. The job placement coordinator can use his/her contacts with industry to determine which firms might

use the student's skills. These firms could be contacted about for a particular job for the student. Coordinators must be honest in these discussions with the employers, but should emphasize the strengths of the student. Some firms will have a permanent job; others will be willing to hire the student on a temporary or trial basis.

Referral Follow-up

Some job placement coordinators make follow-up referrals with the student and with the employer four to six weeks after placement. The coordinator may want an opportunity to work with both the employer and the employee if problems are developing. Other regular follow-up activities are explained in the Chapter 7 of this manual and in Appendix A6 and A7. Follow-up, ideally, is a continuous activity. Successful placements build good public relations between the business community and the college.

Part-time Job Placement

Many students need part-time jobs to help pay for college expenses. The job placement coordinator can identify these students early in the semester, perhaps with the assistance of the technical occupations instructors, so that employment will be found quickly. These students are commonly more interested in the highest paying jobs than in jobs in their field of study. The job placement coordinator will need to inform employers that students are available for

part-time employment. Students should be informed that the job placement service lists part-time job openings and will assist them in getting jobs.

Job Placement Forms

Student Placement Form

All students using placement services need to complete a placement form.(Appendix A1) The student will supply information concerning personal data, type of work desired, salary requirements, location preference, skills and/or education, work history, and other information that will be useful in placing the student.

Resume

Some colleges require all technical training students to complete a resume as part of their class activities in preemployment training. The resumes are reviewed by the placement service, typed, and duplicated for use when referring a student to an employer. Copies of the resume are retained by the student and the placement counselor. Whatever the school policy or the extent of assistance available by the placement services staff, students need to have resume writing skills before seeking employment in the competitive job market.

Job Listing Form

The job listing form is completed by the placement staff members during interviews with employers by phone or in

person (Appendix A2). The job placement service must obtain detailed information concerning each job opening so that students can decide whether or not to apply. The completed form should be available to students in the placement office.

Student Interview Form

Some colleges have designed a Student Interview Form to gather information when the student initially visits the placement office. Space is provided on the interview form to record information obtained during the interview and to keep a record of referrals of the student to employers. It is necessary to inform the student that he/she is not required to give any of this information.

Summary

Placing students in jobs according to their education and their abilities is the goal of most job placement services. This will require personnel who are skilled in matching the competencies and personality of each student to the job requirements.

A summary of activities that may be used to enhance job placement are:

1. Placing students in internships, cooperative education programs, community contact programs, and part-time employment
2. Developing a student placement folder containing information that could be used in referring a student to a particular job
3. Conducting student preemployment interviews
4. Matching a student's qualifications to a job's requirements
5. Performing job development functions
6. Disseminating job opening information

7. Referring students to job openings
8. Following up after referrals are made

CHAPTER 7

FOLLOW-UP AND FOLLOW-THROUGH

A follow-up system provides current data for the institution to be used in evaluating programs, and it establishes criteria for decision-making. The follow-up study furnishes information from such sources as students, employers, and educational administrators. Feedback derived from these sources may be used to determine the effectiveness of instructional programs in meeting their objectives.

A careful analysis of follow-up information can assist the job placement coordinator in helping students find jobs, change or upgrade their present jobs, or obtain further training. It can also assist the institution in evaluating existing technical/occupational curricula and in implementing, if necessary, new training programs.

Provision of Data

The job placement coordinator may obtain information to use in evaluating training programs by:

1. Surveying students exiting the programs
2. Surveying employers who have hired students
3. Surveying the marketplace for new and changing needs

Initial Student Follow-up

Colleges usually ask students to notify the placement office when they obtain jobs. If students do not call, another method for contacting them should be planned.

The coordinator may mail job orders to qualified students seeking employment. This, in itself, can serve as a reminder to contact the placement office when these orders are no longer needed. A placement staff member or career planning specialist may need to do follow-up counseling with students if they lose a job or become discouraged with the job search.

Student Follow-up

Successful data collection begins by establishing and maintaining effective office procedures and filing systems. A current up-to-date listing of names and addresses may be obtained by enlisting the help of instructors, administrators, employers, counselors, parents, and other students.

When a student leaves before program completion, effective exiting procedures can determine the student's immediate plans. The job placement coordinator may explain to the student that he/she will be receiving a follow-up survey. The coordinator can stress the importance of completing and returning the follow-up survey and, if possible, should go over a copy of the survey with the student, answering any questions that the student might have.

Students may also be advised of the importance of the follow-up survey in the classes on preemployment preparation.

Frequency of Follow-up

Each placement office should assess its particular needs and resources to determine how often follow-up surveys will be conducted. A form should be developed to be used for conducting student follow-up surveys.

Major Activities for Obtaining Student Follow-up Information

Securing Baseline Data

The coordinator will need to determine an exact starting point to be used in making comparisons for evaluation purposes. Some placement offices begin gathering baseline data by registering students three to four weeks before they graduate. The coordinator will need to develop a Baseline Data Form to record student information. The form should provide the job placement coordinator with the following student information:

Changes in Name

Divorce or marriage plans may mean name changes.

Current Addresses or Changes in Address

The current mailing address and telephone number of the student, and possibly two other people who will be aware of the student's future address is obtained. The student could fill out the personal data required on the follow-up form before leaving school. This would link the student to the follow-up form and possibly be a motivational factor in completing the form and mailing it in to the placement office.

Is the Student Employed or Does He/She Desire Employment?

With this important information, the job placement

coordinator can determine the students already placed and those seeking employment. Some students may not be looking for jobs for reasons of marriage, illness, military duty, or college. The coordinator can concentrate placement efforts on those students who **are** actively seeking jobs.

Conducting Follow-up Surveys

Obtaining Information from Students

The same form may be used to gather information for different follow-up surveys or a different form may be developed for each time sequence. These forms should be similar, however, so that data can be compared from survey to survey. The student should complete the form and mail it back as soon as possible. A stamped, self-addressed envelope may be provided to expedite this. Some job placement coordinators mail a second or third survey form to those students who do not respond, or staff members can try to contact students by telephone.

180 Day Follow-up

This follow-up can be used to determine the initial employment of the student and may include the following:

1. Student's correct address and phone number
2. Employer's name, address, and the job title
3. The entry-level salary of the position
4. The student's evaluation of job placement services

The 180 day follow-up identifies those students who did not obtain jobs, are underemployed, have quit, or have changed jobs. The follow-up is also useful when deciding if the student is employed in a job related to the training program in which he/she was enrolled. All former students

who are employed may be classified as follows:

1. Employed in the occupational area of training
2. Employed in a related occupational area
3. Employed in a nonrelated occupational area

The 180 day follow-up can provide the job placement coordinator with information regarding the number of students placed in part-time jobs. Any student employed in a job requiring 30 hours of work per week is considered to be employed full-time.

The survey should also determine how the student found a job. Most individuals find jobs by one of the following means:

1. Relatives and friends
2. School job placement office
3. State employment commission
4. Instructors
5. Counselors
6. Employer contact

One Year Follow-Up

Information which may be obtained in a One Year Follow-up:

1. Mobility patterns
2. The number of students who have married
3. Former students' opinions concerning how training programs prepared them for full-time employment
4. Former student's first job and his/her present job
5. Employer's name, address, phone number
6. Job title, description, length of employment, and salary
7. Former student's need for continued job placement counseling

Long Term Follow-up

Information which may be obtained in a Long Term Follow-

up:

1. The percentage of former students employed in the occupational areas of their training
2. Salary, promotions, and benefits
3. Mobility patterns
4. New or innovative changes in technology which may require changes in curriculum
5. Additional education obtained since leaving program
6. Additional training needed by changing technology

Former students can be a vital link between their employer and the job placement coordinator in regard to job development activities. For example, they can be provide first-hand information concerning new job openings within their company.

Employer Surveys

The follow-up survey provides feedback concerning the employer's degree of satisfaction with the student as an employee. After six to twelve months the employer is usually able to evaluate the employee's skills. The survey form may be mailed to employers with a cover letter and a stamped, addressed return envelope. In some cases the telephone could be used or the information could be obtained in person while performing job development activities.(Appendix A7)

Some of the performance-based factors which could be evaluated are as follows:

1. Quality of work
2. Quantity of work
3. Skills competencies
4. Performance rating compared to employees who did not receive institutional training

Some additional information which could be beneficial to

job placement services:

1. The hiring source
2. Suggestions for additional areas of training that the college could provide
3. Anticipated job openings and dates for hiring

The job placement coordinator may wish to include a summary containing the number of students available from each training program and the types of occupational programs offered. An employer survey can be used for job development activities and statistical accountability purposes.

Summary

Follow-up information provides feedback to job placement services concerning:

1. Former students' needs
2. Former students' skills levels
3. Employers' and former students' evaluation of curriculum and placement services

The follow-up information should be utilized by following through on the information obtained. This could involve:

1. Additional training or assistance for the student
2. More and better-trained students placed in jobs
3. Recommendations to the administration on program changes to consider

CHAPTER 8

EVALUATION OF JOB PLACEMENT SERVICES

The preceding chapters have been concerned primarily with the activities of job placement services. This chapter will look at evaluating those activities in relation to the end product. Quality control may be defined as "providing a customer with the highest quality product at the lowest cost and preventing defective products from ever reaching a customer." A successful evaluation process is the necessary step for controlling quality. The placement office assumes the role of the provider; the employer is the customer; and the student is the product. This chapter will concentrate on measuring a job placement service from the perspective of the employer, the placement center, and the student.

Only three elements can be measured:

1. People
2. Processes
3. Things

People are examined by viewing the roles they play- students, employers, administrators, instructors, and placement staff. Processes are activities such as preemployment and job development activities. Things are physical items like equipment, facilities, and forms.

The job placement coordinator may wish to compare each important element to all other important elements listed in

this chapter. Then the coordinator can choose those which are most useful and determine which factors he/she has time to track and evaluate.

Evaluation of the Total Job Placement Program

Has the college developed a comprehensive job placement program?

A comprehensive job placement program would include:

1. Preemployment preparation activities
2. Job development activities
3. Job placement activities
4. Follow-up of students and employers
5. Follow-through to determine if the information received on the follow-up surveys is being utilized to promote the college's training and placement goals

Criteria for evaluation are: A placement procedures manual to include (1) objectives, (2) activities, (3) resource people, (4) time measures, (5) budget, and (6) percent of students placed.

Has the institution defined and assigned staff duties for job placement?

Generally, this responsibility is given to the job placement coordinator. The coordinator can promote productivity and effective performance by making objectives clear. Staff will usually achieve the objectives if they know what is to be accomplished and how well it should be done.

Criteria for evaluation are: A job description for each staff position in placement services which includes lines of communication and authority.

Are adequate facilities, supplies, and personnel provided for an effective job placement program?

The following items may be included:

Facilities: convenient location for students and employers and large enough to accommodate needs

Equipment: file cabinets, phones, computers, bookcases, and typewriters

Supplies: according to program needs and funds

Printed Materials: handouts, forms, and instructional materials needed for students, staff members, and employers

Support staff: separate office and supplies

Criteria for evaluation are: Observation of office plan and a review of resources.

Does the college support the activities of the job placement office?

The college should budget money for:

(1) communications; (2) travel; (3) supplies, printing, furniture, and equipment. The administration should support the goals of the placement program and work to accomplish these goals. Some coordinators arrange for in-service workshops to explain the philosophy and objectives of the placement program.

Criteria for evaluation are: Budget for the job placement program, administration's policy regarding job placement, meetings with representatives from administration, the instructional staff, and advisory committees.

Evaluation of Specific Areas within the Job Placement Program

Preemployment Preparation

Since preemployment services are important functions of a placement program, procedures for evaluation should be established during the planning stages and based on program objectives. The following questions may be used when evaluating preemployment activities:

Does the college provide preemployment activities?

The college will need a programmatic approach for teaching students how to find, hold, or change jobs.

Criteria for evaluation are: Instructional guidance available to the student from the following list of activities or other activities related to preemployment:

1. Resume preparation
2. Job search techniques
3. Job interview skills
4. Use of college placement service
5. Job information- salary, location, requirements
6. Use of occupational information

If a preemployment preparation program exists, what effect does it have on students who participate?

Students should be able to accomplish the following objectives in order for a preemployment preparation program to be evaluated as effective:

1. Complete a process that would identify interests, abilities, and values
2. Conduct a job search
3. Construct a cover letter and resume
4. Complete an application form
5. Know and demonstrate effective job interview skills
6. Understand work habits and attitudes expected by employers

Were the instructional techniques and instruments used in the preemployment sessions of use to the student?

Follow-up will be important in determining whether placement service information is up-to-date and beneficial.

Job Development

Does the college provide job development activities?

The college will need to have documentation of the following systematic job development activities:

1. An employer file
2. Student files with career objectives
3. Employer surveys which describe the number and types of jobs available
4. Utilization of advisory committees for job development
5. Brochures explaining programs and benefits of the placement service for distribution to employers and students
6. A cooperative effort by all college staff in job development activities
7. A process for organizing and recording job development activities
8. Employer contacts
9. A record of job orders

Criteria for evaluation are: Implementation of a minimum of four out of the nine activities listed above or other activities not listed but related to job development.

Job Placement

The ultimate test of the quality of any vocational training program is whether graduates can get placed in jobs for which they have been trained. The most efficient preemployment preparation and job development programs are useless if the student cannot find a job. Adequate documentation will demonstrate accountability by showing that

students are being placed on jobs for which they were trained.

Follow-up

Collecting and analyzing follow-up data provides feedback from the student and employer; this can assist the college in the evaluation of programs and provide criteria for decision-making.

Has the college instituted a follow-up system with students and employers?

Criteria for evaluation are: Evidence that all of the preceding listed activities are taking place. The follow-up response from students and employers will need to be statistically significant to guarantee reliability.

Follow-through

A successful follow-through includes reviewing, analyzing, and reporting on the follow-up information. Collection of data means nothing if no action is taken to make use of it. Good follow-through can assist the placement coordinator in:

1. Finding immediate employment for students
2. Changing or upgrading a student's present job
3. Helping students to obtain further education or job training
4. Making recommendations for revising existing curricula or implementing new training programs

Is the college disseminating the follow-up information to the appropriate sources so changes can be implemented?

Criteria for evaluation are: Evidence that information from follow-up surveys is being reported to administration,

staff, and advisory committees so that decisions can be made in a timely manner.

Advisory Committee

Does the college have an advisory committee or committees who provide guidance to the placement program?

Some colleges have a placement advisory committee; others utilize technical/occupational advisory committees; some job placement programs obtain no input from advisory committees. Advisory committees usually include area employers, whose needs the job placement coordinator is attempting to satisfy. Advice from these members may be crucial to a successful placement service.

Criteria for evaluation are: Advisory committee meeting minutes and any other evidence that would indicate that an advisory committee is assisting in problem-solving.

Summary

This chapter has concentrated on the process of evaluation- the questions which must be answered and the criteria for establishing and maintaining a successful job placement service. The evaluation of a college placement service involves the cooperative efforts of administration, faculty, student, employer, community, and placement staff.

Jac Fitz-enz writes in The Journal of Career Planning and Employment,

> The most important measure is not efficiency or even productivity; it is effectiveness. Effectiveness is doing the right thing at the right time. What you are achieving should be serving both long-term and short-term organizational and human objectives.

APPENDIX A:

STUDENT PLACEMENT FORMS

Appendix A1 - Student Placement Form
A2 - Job Listing Form
A3 - Job Development Samples
A4 - Job Placement Samples
A5 - Placement Involvement for Faculty Samples
A6 - Student Follow-up Form
A7 - Employee Performance Evaluation Form

Appendix A1 - Student Placement Form

IDEAL COLLEGE PLACEMENT FORM

Student _____ Date: _____

Alumni _____ SS# : _____

Cont. Ed. _____ Major: _____

NAME: _____
(Last) (First) (M.I.)

ADDRESS: _____
(Street) (City) (Zip)

PHONE (H)_____ Best times to reach you during the week:

(W)_____ M-F_____ Times:_____

TYPE OF WORK DESIRED:_____

MINIMUM SALARY:_____AREA OF TOWN:_____

Special Skills and/or Education Applicable to Work Desired (Including Degrees, Training, Certificates):

_____

_____

_____

_____

_____

_____

PLEASE CHECK:

Do You Prefer:	Transportation:	Assistance Needed:
___Full-Time	___Bus	___Interviewing Skills
___Part-Time	___Own Car	___Resume Writing
	___Other	___Writing a Cover Letter
		___Job Search Strategies
		___Completing Job Applic.
		___Career Planning

This Information is Used Only for Statistical Purposes--Not for Employment Purposes:

Age Range:	Sex:	Ethnic Background:	U.S. Citizen:
___19-24	___M	___Am. Indian/Native Alaskan	___Yes
___25-35			
___36-49	___F	___Asian/Pacific Isl.	___No
___50+		___Black/Non-Hisp.	Disability:
		___Hispanic	
		___White	___Yes
		___Non-Resident, Alien/ Foreign National	___No

Appendix A1 – Student Placement Form

WORK EXPERIENCE (START WITH MOST RECENT EXPERIENCE FIRST)

COMPANY NAME/LOCATION	POSITION/DUTIES	DATES WORKED (MONTH/YEAR)
		From:_____ Beg. Salary____ To: _____ End Salary ____
		From:_____ Beg. Salary____ To: _____ End Salary ____
		From:_____ Beg. Salary____ To: _____ End Salary ____
		From:_____ Beg. Salary____ To: _____ End Salary ____

Ideal College Placement Services provides employment counseling and job leads, but cannot guarantee employment.

The information on this form is true and correct. I give the Placement Office permission to release appropriate information to employers. (This application will be kept on file for one semester).

_____
(Signature)

Office Use Only: (Type of Referral Made)

____Groups
____Self-Directed Materials
____Job Bank
____Career Planning
____Other _____(Name)

Appendix A2 – Job Listing Form

JOB VACANCY

Job Number:	0000324	Job Title:	Executive Secretary
Employer Number:	0000056	Employer Name:	Bank of The Southwest
Location of Job:	Westmoreland at Illinois Dallas, Texas 75211		
Full Time	Salary: $1750/Month	Positions Available:	1
Days of Of Week: MTWRF	Hours of Day: 8:30am-5:00pm	Co-Op:	N
Starting Date:	070188	Duration of Job:	

Job Duties:	Performs regular secretarial duties; typing, filing, word processing.
Educational Requirements:	Associate Degree (In office careers, preferred).
Experience Needed:	Must have at least 2 years experience in secretarial work.
Additional Information:	Some local travel involved; must have valid driver's license.

Contact: Jack S. Smith, VP for Finance at (214) 555-3130 or (214) 555-3131 before 062688. Date Printed: 061288

Appendix A3 - Job Development Samples

May 2, 1988

In a continuing effort to better serve Dallas County's commerce and industry, Ideal College needs information regarding the employment of its graduates and students who have completed courses or programs. Therefore, it would be very helpful and greatly appreciated if the enclosed survey is completed as accurately as feasible and returned by May 15. Your responses will be kept confidential.

Thank you for this courtesy.

Sincerely,

Cindy Jobs
Placement Coordinator

Appendix A3 - Job Development Sample

Ideal College

SURVEY

1. We currently employ _____ Ideal graduates or students.
   Note: If you cannot be exact, please closely estimate the number.

2. We hire Ideal graduates or students (please check):

   _____By actively recruiting through Ideal contacts.

   _____Only if they apply for employment.

   _____Only occasionally because we have little or no need for employees with technical or vocational training.

   _____Other, please state:_____

   _____

3. Within the ranges given below, how many local employees does your business/industry currently employ? Please check the category.

   _____1-50 employees

   _____51-200 employees

   _____201-500 employees

   _____501-1,000 employees

   _____over 1,000 employees

4. If you anticipate employing additional/replacement personnel, please list them below. If actual figures are not available, estimate your needs. A list of our curriculum offerings is enclosed for your use, but do not restrict your answers to this list.

Time Period	Employees Needed	Education/Training Bkground
May through December 1988		
January through December 1989		
January through December 1990		

SURVEY, continued

5. We would like to discuss our future employment training needs with Ideal. Yes____ No____

   Name_____

   Position_____

   Phone No._____Extension_____

6. Please share any comments or suggestions you have about Ideal or how it may improve its services.

   _____

   _____

   _____

   _____

7. This survey has been completed/approved by:

   Name_____

   Position_____

   Phone No._____Extension_____

   Business/Industry Name_____

Thank you for completing this survey. Please let us know how Ideal can help your business/company with its training needs.

_____

_____

_____

Enclosed is a self-addressed, stamped envelope. Please return on or before May 15.

Appendix A3 - Job Development Samples

RECRUITMENT GUIDELINES

FOR EMPLOYERS

We appreciate your presence on our campus and want to continue this relationship--it provides job opportunities for our students and a pool of dynamic job candidates for you, the employer.

Please help us to insure the best atmosphere for such an exchange by following these Ideal College Recruitment Guidelines and completing the second page.

EMPLOYERS MAY...

- Display a picture of their product
- Provide company literature (annual reports, for example)
- Screen students for basic skills and competencies
- Recruit only during time period designated
- Schedule to recruit at Ideal twice monthly

EMPLOYERS MAY NOT...

- Solicit donations
- Distribute material on campus without Placement approval
- Sell merchandise
- Give free gifts to students
- Harrass students (using any means of coercion to stop students who do not volunteer to talk with recruiter)

FOR MORE INFORMATION CALL 333-5544

IDEAL COLLEGE IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION

Page 1 of 2

RECRUITMENT GUIDELINES

As company representative, I understand and agree to comply with the "Recruitment Guidelines." (Please print)

Date_____ Recruiter_____
(Please Print)

Company Name_____ Signature_____

_____

Address: Phone:

_____ _____

_____

Answers to the following questions will greatly assist the Job Placement Program improve services to students and employees. Complete these at the end of your visit and leave them with the Counseling Center receptionist or Placement Specialists.

1. How many students stopped by the recruiting table? (Be specific if possible)

   0-5_____ 6-10_____ 10-15_____ 16-20_____

   21-30_____ 31-39_____ 40-50_____ 51 +_____

2. Of that number, how many do you plan to interview?

3. How would you suggest that our students be better prepared?

   Have resumes _____

   Have better verbal skills _____

   Know about the company _____

   Ask relevant questions _____

   Be more flexible _____

   Other Suggestions _____

   _____

   _____

   _____

*THANK YOU FOR RECRUITING AT IDEAL COLLEGE *

Appendix A3 - Job Development Samples

NEWS RELEASE

TO: Community Access T.V.
Community Weekly Papers
Daily Papers

CONTACT PERSON: Cindy Jobs, Coordinator
Career Planning and Placement

RELEASE DATE: April 20-26th

Ideal College will sponsor its 10th annual "Career Emphasis Week" activities April 27-30, 1988. The primary function of Career Emphasis Week is to assist our students with off-campus employment both during and after completing their studies at Ideal, said Cindy Jobs, Career Planning and Placement Coordinator. We believe a collaborative effort between educational institutions and the business and industrial community is essential, she continued, in the development of a more productive and innovative work force.

Scheduled events will include workshops that are designed to assist students as well as interested non-students with "Resume and Cover Letter Writing Skills" and the process involved in "Making Career Decisions."

Another important aspect of our Career Emphasis Week is Employer's Day. It is on this day that we provide students, former student and community people in general, the opportunity to gain valuable insights about career fields and employment opportunities in the Dallas/Fort Worth Metroplex area. College officials are expecting more than 70 representatives from the business and industrial community for Employer's Day. A Continental breakfast and tour of the college's technical facilities is planned for participating companies.

SCHEDULE OF EVENTS

4/27	Resume/Cover Letter Writing	12:15-1:15pm	WB7
4/27	Resume/Cover Letter Writing	7:00-8:00pm	WB7
4/28	Making Career Decisions	12:15-1:15pm	WB7
4/29	Employer's Day	9:00a-1:00pm	Corridor West Complex

Appendix A3 - Job Development Samples

If your organization is planning to participate in our annual Career Emphasis Week-Employer's Day activities, please complete the form below and return to:

Career Planning and Placement Office
Attn: Cindy Jobs
Ideal College
4849 W. Virginia
Dallas, Texas 75211

Please reserve space for a representative from my organization for Ideal College's Career Emphasis-Employer's Day on April 27, 1988 from 9:00am until 1:00pm.

ORGANIZATION: _____

REPRESENTATIVE: _____

TELEPHONE: _____

I will need an electrical outlet: YES_____ NO_____

For further information, call Cindy Jobs at 555-1213.

Please return to me by April 10, 1988.

Appendix A3 – Job Development Samples

April 13, 1988

Dear Recruiter:

We are very pleased with your company's decision to participate in our "Employer's Day" activities, and we appreciate your timely response.

Our Employer's tables will be set up in the main corridor of the west complex of the campus. Use the west parking lot.

A Continental breakfast has been planned for 8:30am, after which a short guided tour of our technical facilities will be conducted.

If there is any other way in which I can assist you, please do not hesitate to call me.

We look forward to visiting with you on the 29th.

Sincerely,

Cindy Jobs
Career Planning and Placement
Ideal College

Appendix A3 - Job Development Samples

November 6, 1988

We are happy to announce Ideal College's 1988 Annual Employment Series and hope that your organization is able to participate. Presentations providing an overview of the Dallas labor market, job search methods, interviewing skills and resume writing techniques will begin on February 9 and culminate on Wednesday, February 24 with an Employment and Career Day from 4:00-8:00pm. Your organization is invited to participate in this final event.

During Employment and Career Day you will have the opportunity to provide students and community members with information on industry trends, employment outlooks, typical career paths, company products and services, and employment opportunities. Tables with signs highlighting company names will be available for displays and materials. The emphasis of this event is as much on supplying greatly needed information about careers and jobs as it is on recruiting candidates for current job openings. Therefore, your presence is very valuable, whether or not your organization has current hiring needs.

With over 30 area companies participating, last year's Employment and Career Day was a great success. If you are able to participate in 1988, as we hope, please return the enclosed registration form as soon as possible. A postage paid envelope is also enclosed for your convenience. If you have any questions, call the Job Placement Office at 555-1213. Thank you in advance for your support of our community outreach program.

Sincerely,

Cindy Jobs
Placement Coordinator

Appendix A4 - Job Placement Samples

October 30, 1988

Dear Ideal College Student:

Welcome to Ideal College. At registration time, you completed a form called the Student Profile Sheet. At that time you indicated an interest in learning about the services of Job Placement. I am writing you to encourage you to drop by and check out the Job Placement office. We are located in the A Building between the Financial Aid office and the Counseling Center. On the back of this letter you will find general information regarding our services and the times we are available to you. Please call for more information at 555-1213.

Sincerely,

Cindy Jobs
Coordinator, Job Placement

Appendix A4 - Job Placement Samples

LOOKING FOR WORK?

Let Ideal College Job Placement Services Help You

These are some of the services we can offer you...

Provided Are:

- Local job listings
- Help in writing a resume
- Job interviewing techniques
- Full and part-time employment opportunities
- A computerized job bank with weekly updated jobs

Job Placement Services also works with the Co-Op instructors in helping Co-Op students get placed in jobs related to their technical occupation fields. In addition, Job Placement Services works with Career Counselors to help you in making career choices. Please come by and take advantage of a service offered free to all enrolled students.

Office Hours:	Monday	8:30am-7:00pm
	Tuesday	8:30am-8:00pm
	Wednesday	8:30am-6:00pm
	Thursday	8:30am-6:00pm
	Friday	8:30am-5:00pm

Please make an appointment by calling 555-1213, or stop by A209.

Appendix A4 - Job Placement Samples

March 20, 1988

Name
Address

RE: Job Placement and YOUR Future

Dear Student:

What will you be doing after graduation? If that is a question you seem to be asking yourself lately, maybe you need to come to the Job Placement Center and talk to me about your job future.

My name is Cindy Jobs and I am responsible for Job Placement. I would like to meet with you and help you find a job, or help you with any other aspect of your job search, such as resume writing or successful interviewing. Please feel free to come in and see me at any time. No appointment is necessary. My hours are 8:00am until 4:30pm.

Come take advantage of a service provided for you, the student, and let's answer the question of "what will I be doing after graduation."

Very truly yours,

Cindy Jobs
Job Placement Coordinator

Appendix A-5 - Placement Involvement for Faculty Samples

FACULTY

HERE'S AN OFFER YOU CAN'T REFUSE!!!

DO YOU EVER NEED TO BE TWO PLACES AT ONCE ---

A Campus Meeting AND In Class?

A Workshop AND In Class?

Anyplace Else AND In Class?

The usual option is to cancel class when you absolutely, positively have to be somewhere else. We have another option for you to consider.

The staff of the Career Planning and Placement Center has several presentations to offer in classes. These can be adapted to any class length and can be an alternative to cancelling a class session. Topics include:

- Job Seeking Skills
- Job Keeping Skills
- Assessing Your Occupational Interest
- What Do Employers Look For?
- Your Rights and Responsibilities in the Work Place
- Interviewing
- Resume Writing
- Personality Types and Occupational Preferences
- Analyzing a Work Experience

If you need a substitute or simply would like your classes to benefit from one of these programs, contact the Job Placement Office (ext. 2325) to schedule a program. Staff members available for presentations are Cindy Jobs and Seymour Student. We'll help you be two places at once.

Appendix A5 - Placement Involvement for Faculty Samples

PLEASE RETURN BY: NOVEMBER 20, 1988

TO: FACULTY--FULL, PART-TIME, AND ADJUNCT

WHAT?
We need your suggestions and feedback for a Job Fair Symposium that may be held around March 28, 29, 30, and 31.

SPONSORED BY:
Cindy Jobs, Job Placement Coordinator

POSSIBLE ACTIVITIES:

MONDAY (day and evening):	Kick-off speaker who will deal with market trends and forecast in the metroplex.
TUESDAY:	Begin a series of "How To" seminars (day and evening) such as: a) How to identify transferable job skills (changing careers or moving into different job areas) b) How to research companies c) How to write a good resume d) How to prepare for a job interview
WEDNESDAY:	Panels representing various career areas such as advertising art, business, high-tech.
THURSDAY:	Continuation of "How To" seminars--Brown Bag lunch speaker focusing on "Women and the World of Work."

What activities do you feel are important enough to your students that you would bring them or allow them to attend?

_____

_____

What times should we schedule activities?

a.m._____ p.m. _____

_____ _____

What other activities/topics could you suggest?

_____

_____

Could you give us feedback on employers visiting campus?

_____

_____

Thanks again for your cooperation!! Our goal is to plan activities that you feel are beneficial to your students. We would like to involve you and your students during this week's activities.

Appendix A5 – Placement Involvement for Faculty Samples

OFTEN STUDENTS COME TO YOU FOR INFORMATION, ADVICE, AND ASSISTANCE ABOUT CAREER DECISIONS AND JOB HUNTING. WE CAN HELP YOU HELP YOUR STUDENTS. WE WOULD LIKE TO TELL YOU ABOUT WHAT WE HAVE TO OFFER AND INVITE YOU TO JOIN US IN IMPROVING CAREER AND JOB PLACEMENT SERVICES TO IDEAL COLLEGE STUDENTS.

THE CAREER PLANNING AND PLACEMENT CENTER IS WORKING TO MAKE SERVICES AVAILABLE TO THE LARGEST NUMBER OF STUDENTS. WE WANT YOU TO KNOW OF OUR WILLINGNESS TO VISIT YOUR CLASSES TO PRESENT WORKSHOPS ON MANY TOPICS, INCLUDING:

- JOB OPPORTUNITIES FOR SPECIFIC MAJORS
- RESUME AND COVER LETTER WRITING
- EVALUATING A WORK EXPERIENCE
- JOB SEARCH STRATEGIES

WITH YOUR COLLABORATION WE CAN TAILOR ANY OF OUR SERVICES TO THE SPECIFIC NEEDS OF YOUR STUDENTS.

IN ADDITION TO WORKSHOPS IN CLASSES, WE CAN, AT YOUR REQUEST, PLAN SPECIAL PROGRAMMING SUCH AS EMPLOYER PANELS, JOB FAIRS, AND INFORMATION INTERVIEWS.

PLEASE INDICATE IN THE SECTION BELOW HOW WE CAN BE OF SERVICE TO YOU AND YOUR STUDENTS.

---Detach Here---

****

NAME:_____ PHONE:_____

Would you like to talk with us about scheduling a workshop (s) for your classes? YES ( ) NO ( )

Would you like one of us to contact you about the services of the Career Planning and Placement Center? YES ( ) NO ( )

Would you like to discuss other programming possibilities? YES ( ) NO ( )

Other requests/comments_____

_____

Please return this form through campus mail.

****

Appendix A6 - Student Follow-Up Forms Samples

SURVEY OF FORMER STUDENTS

Ideal College Career Planning and Placement Office

Directions: Most items can be answered by checking the appropriate box (x). Where other information is requested, please fill in the blanks.

1. What is your current educational status?
   ( ) Currently attending school.
   ( ) Not currently attending school.

2. What is your current employment status?
   ( ) Employed (includes all employment, event if below your qualifications.
   ( ) Unemployed (not employed, but actively seeking employment).
   ( ) Not in the labor force and not seeking employment because:
      ( ) Personal choice
      ( ) Illness
      ( ) Full-time student
      ( ) Retired
      ( ) Pregnancy
      ( ) Other _____

3. Do you feel that you achieved your educational goal at Ideal?
   ( ) YES ( ) NO

IF CURRENTLY EMPLOYED, GO ON TO QUESTION 4. IF NOT, GO DIRECTLY TO INSTRUCTIONS AFTER QUESTION 10.

4. Is your current job related to your field of vocational training?
   ( ) Yes, it is directly or closely related.
   ( ) No, it is only remotely related or is not related at all.

   If you are currently employed in a job not related to your training, please indicate the reason.
   ( ) Was already working with present employer before I completed my vocational program.
   ( ) Did not feel sufficiently qualified for a job in my field of preparation.
   ( ) Preferred to work in another field.
   ( ) Found better paying job in another field.
   ( ) Could not find a job in my field without relocating.
   ( ) Continuing education at another institution.
   ( ) Continuing education at Ideal College.
   ( ) Other _____

5. How has the training you received at Ideal helped you in your present job (check all applicable boxes)?

	YES	NOT APPLICABLE
Helped me get the job initially	( )	( )
Helped me do the job	( )	( )
Helped me do the job, but additional training was required	( )	( )
Helped me get a promotion or raise	( )	( )

6. Please provide the following information on your present job (PLEASE PRINT):

_____

(Name of Company, if self employed, write SELF)

_____

(Mailing Address: Street, City, State, Zip)

IMMEDIATE SUPERVISOR:

_____

Last Name First Name

YOUR JOB TITLE:_____

YOUR JOB DUTIES:_____

7. What is your current salary before deductions? $_____per_____
(Circle: Hour Week Month or Year)

8. The salary in the preceding item is based on _____hours per week employed.

9. May we contact your employer to ask for comments on how well Ideal prepared you for your job? ( ) YES ( ) NO

10. Who helped you find your current job?
( ) Employment Agency.
( ) One of my instructors.
( ) Ideal Placement Office.
( ) No one--I found it by myself.
( ) Other (Friend, relative, etc.)

IF CURRENTLY CONTINUING YOUR EDUCATION, GO TO QUESTION 11. IF NOT, GO DIRECTLY TO QUESTION 14.

11. How would you rate the quality of guidance (counseling) services provided by teachers, counselors, and other school personnel for your vocational program?

Received and would rate:	( ) Very good	( ) Poor
	( ) Good	( ) Very Poor
Sought services, but did not receive:	( )	
Did not seek services	: ( )	

12. How would you rate the quality of placement services provided by teachers, counselors, Placement Office, or other school personnel for your vocational program?

Received and would rate: ( ) Very good ( ) Poor
( ) Good ( ) Very Poor
Sought services but did not receive: ( )
Did not seek services : ( )

13. How would you rate the quality of the educational training you received? ( ) Very good ( ) Poor
( ) Good ( ) Very Poor

14. What improvements could be made at Ideal College to help future students?

_____

_____

_____

Thank you for your cooperation. Please return this survey in the self-addressed, stamped envelope provided. If you have any questions, contact Cindy Jobs, Placement Office, Ideal College—(212) 333-4455.

Appendix A7 - Employer Performance Evaluation Form Sample

May 1988

Dear Employer:

Each year Ideal College conducts a review of the job preparation of its training programs. Part of this review includes feedback from employers. As a result of this review, several programs have been eliminated and others created. This process directly helps both you and us--better employees for you, goal-oriented student enrollments for us.

You have been identified as the person best able to evaluate the job performance of the individual on the attached "Employer Evaluation Scale." Your evaluation will be held in strict confidence. Neither you nor your employee will be identified personally in our research reports. Statistical analyses and summaries are intended for curricular and instructional improvement.

We need your help in completing this form and are most appreciative of whatever attention you are able to give to this request. If you have any questions, I can be reached at 347-2026.

Sincerely,

Cindy Jobs
Job Placement Coordinator

Appendix A7 - Employee Performance Evaluation Form

EMPLOYER EVALUATION SCALE

Purpose: The relevance and quality of the training programs at Ideal College can be improved with feedback on the job performance of our graduates.

Directions: Please answer the questions and check the boxes which most closely reflect your opinion of:

_____
(Name of Employee)

Who recently received an A.S. Degree in _____

1. What is the job title of this individual?_____

   How long (in months) has this person been in this position?_____

2. What is your relationship to this individual?

   ( ) Employer ( ) Supervisor ( ) Employer & Supervisor
   ( ) Other (describe) _____

3. How would you rate the training received by this individual at Ideal College as evidenced by job performance:

	Does Not Apply	Excellent	Good	Average	Poor
a. Technical knowledge	___	___	___	___	___
b. Work attitude	___	___	___	___	___
c. Work quality	___	___	___	___	___
d. Work quantity	___	___	___	___	___
e. Willingness to learn	___	___	___	___	___
f. Acceptance of responsibility	___	___	___	___	___
g. Compliance with rules	___	___	___	___	___
h. Work attendance	___	___	___	___	___
i. Punctuality in completing tasks	___	___	___	___	___
j. Cooperation with mgmt.	___	___	___	___	___
k. Cooperation with co-workers	___	___	___	___	___
l. Following instructions	___	___	___	___	___
m. Communication skills	___	___	___	___	___
n. Mathematical skills	___	___	___	___	___
o. Organizational skills	___	___	___	___	___
p. Skills in operating equip.	___	___	___	___	___
q. Overall job performance	___	___	___	___	___

4. What, in your opinion, is the job outlook for employment in this particular occupational field?

Present (Next 12 months)		Future (Beyond 12 months)
a. ( )	Appreciable Growth	a. ( )
b. ( )	Slight Increase	b. ( )
c. ( )	Steady Growth	c. ( )
d. ( )	Slight Decline	d. ( )
e. ( )	Retrenchment	e. ( )

5. As a result of this person's training, how would you rate preparation in relation to your other employees who did not receive such training?

( ) 1. No basis for comparison
( ) 2. Individual is better prepared
( ) 3. Both are about the same
( ) 4. Individual is less prepared

6. What was the primary source for the hiring of this individual? (Check one source only.)

( ) 1. Employment agency
( ) 2. College faculty member
( ) 3. College job placement office
( ) 4. Company recruitment
( ) 5. Mutual acquaintance
( ) 6. Individual applied on own initiative
( ) 7. Don't know
( ) 8. Other (describe) _____

7. What suggestions do you have for improving the skills in this field for future Ideal graduates?

_____

_____

8. What, in your opinion, are additional areas of educational training (job titles, skills, etc.) in which Ideal College should become involved?

_____

_____

Person Completing This Questionnaire:

Name _____

Title _____

Company/Organization _____

Address _____

City/State/Zip _____

Thank you for your assistance in completing this questionnaire. A prepaid, stamped and addressed envelope is enclosed for your convenience.

APPENDIX B

An Automated Model for Computer Assisted Placement

APPENDIX B

AN AUTOMATED PLACEMENT SYSTEM

The Dallas County Community College District is developing a Computerized Student Job Placement System. A task force has been studying models, developing systems, and creating forms for over a year. The system is planned for use in 1988.

The following is a review of the proposed system:

*On-line/data system

*Student access via terminal or hard copy printouts

*Central phone reception and data entry functions housed under Educational Affairs at the district office

*Open to use by anyone whose social security number is in the system (includes currently enrolled credit and non-credit students, former students, and prospective students who have completed an application for admission)

*Simple job matching system-allows student to match on 1) location preference, 2) standard occupation code, and 3) part or full-time work preference.

*Follow-up component--System automatically registers upon completion of "key" freshmen and sophomore technical occupational courses which are selected by the Career and Continuing Education Council. Placement file is searched for students who fail to re-enroll for two consecutive semesters and "Leaver Questionnaire" is sent to those students

*Marketing component- When automatic registration occurs, student may be sent an introductory letter explaining the functions of the placement office and services available. Students who fail to re-enroll for two consecutive semesters may be sent a letter by the technical/occupational faculty encouraging them to return

*Will allow placement office to collect and compile job, applicant, and placement activity statistics

*Output from system includes: ability to print individual job listings on campus; ability to generate list/labels of employers and applicants, qualified applicant list, list of all jobs for which a student has a match, list indicating when an employer was last contacted, list of all open jobs in the system, daily, weekly, and monthly activity reports (i.e., number of students placed) by campus, audit trails of input, and purge reports

In addition to assisting students and allowing personnel to focus on more personal contact and less tedious data keeping, this system should provide data important for accountability. The Texas Legislature and the college district are interested in knowing what kinds of jobs students are getting, how many students are being placed, and whether they are being placed in their respective fields of study.

APPENDIX C

Special Assistance for Special Populations

APPENDIX C

SPECIAL ASSISTANCE FOR SPECIAL POPULATIONS

The target groups identified in this section may have unique needs or require additional assistance from the Job Placement Services as they enter or re-enter the marketplace. Vocational counselors who are experienced in working with each of these groups have emphasized the importance for identifying the strengths of each student. The greatest barrier to success is often self-imposed when a student fails to accept or value his or her true assets. Special populations considered in this section are handicapped students, homemakers, and dislocated workers.

JOB PLACEMENT FOR THE HANDICAPPED

Handicapped students may have special problems in seeking employment, such as:

1. Inappropriate job goals (high or low)
2. Inaccurate perception of the physical demands of employment
3. Lack of knowledge of job seeking skills
4. Limited knowledge of and exposure to various work settings

The following are activities which may be included in an effective career program tailored to the needs of the handicapped student:

1. A mini- career information center staffed within the existing career placement office which provides success role model seminars, career workshops, special speakers, films for the handicapped, etc.

2. Adapting career materials available only in print form for the needs of the handicapped

3. On-site visits to local employers to provide exposure to work environments

4. Placing a handicapped student in a job shadowing program to provide the employer with an opportunity to observe the student's skills and ability to adapt and to provide the student with exposure to the work environment

5. Development of a speaker's bureau which will feature career success models

6. Volunteer support services, including readers, writers, interpreters, tutors, testers, personal attendants, and transportation aides, which will assist the handicapped student in successfully completing vocational testing, appointments for career counseling, and participation in career workshops

7. Career counseling to assist the handicapped in developing realistic career goals and action plans

8. Preemployment workshops adapted for the handicapped

9. Community outreach programs to inform businesses of the college's skilled handicapped students

The Texas Rehabilitation Commission can help by informing local businesses of the benefits of hiring the handicapped, such as the Targeted Jobs Tax Credit program. With TJTC certification, an employer can save up to $2,400 in federal income tax for each disabled applicant they hire. When several applicants are hired, the savings can be substantial.

JOB PLACEMENT FOR SINGLE PARENTS AND HOMEMAKERS

"Barriers to employment are higher for displaced homemakers than for mainstream displaced workers, because many have little experience in a paid job," notes a report published by the Congressional Office of Technology Assessment. The women (and men) seeking services from displaced homemaker programs are a diverse group, the report states, and a comprehensive program of services is desirable,

particularly one which combines personal counseling with job readiness and skills training. The report also says that a considerable number of displaced homemakers need remedial or brush-up courses in reading and math to qualify for training or good jobs.

A study completed by the Displaced Homemakers Network, A Status Report on Displaced Homemakers and Single Parents in the United States, states that" there are close to 11.5 million displaced homemakers who are largely poor and unemployed. Most are widows over 55 years old without the education, training or work experience needed to compete in today's job market." The report recommended more job training and education services targeted specifically to displaced homemakers.

The following are activities of a training program set up to respond to the needs of the single parent/displaced homemaker:

Pre-training

1. Publicity- through press releases and advertisements on and off campus
2. Recruitment- from publicity results, on-campus clients, walk-ins, and referrals
3. Screening- through personal interviews for those who meet the guidelines
4. Assessment- through testing for reading, math, and writing skills and by information provided on the client's application form
5. Admission- through the completion of applications by the prospective students

6. Orientation- by explaining the training expectations, introducing students to each other, providing speakers from the occupational field and by conducting a tour of the campus

Training

1. Vocational courses
2. Career/life courses

Post-Training

1. Graduation from training- through a ceremony with presentation of certificates

2. Job Club support group- with weekly meetings to help with job search strategies

3. Placement- through permanent jobs, internships, and apprenticeships

4. Follow-up- with students concerning job choices

5. Evaluation- of placement results, format and content of program, and cost effectiveness

Ongoing

1. Job development- for prospective employers, cooperative work experience, and internships

2. Counseling- in both individual and group sessions

3. Assessment- of progress in the skills classes

JOB PLACEMENT FOR DISLOCATED WORKERS

The dislocated worker is defined as someone who has been terminated or has received notice of termination of employment for reasons unrelated to job performance, and who is unlikely to be able to return to his/her occupation due to labor market conditions. Robert Wegmann writes in Looking

for Work in the New Economy. "Such workers face severe problems. Studies of displaced workers find that a large proportion suffer a significant and permanent loss of income. Workers who lose jobs are much more likely to experience a longer period of unemployment than are those who quit or are newly entering the labor force....The length of unemployment is important in the dynamics of re-employment, not only because of the prolonged period of personal ambiguity and economic hardship, but also because the wage a person is willing to accept declines as the length of unemployment increases.... There is thus a great need for effective job search assistance to move as many as possible of these workers into new employment."

Training programs for dislocated workers may be modeled on the one previously outlined in the discussion on displaced homemakers. In addition, some job placement coordinators serve as consultants in outplacement services for area companies who must drastically reduce their workforce. These activities can be conducted in the college or in the business setting.

Some companies offer their employees full-service centers which may provide:

1. Job search techniques
2. Cover letter and resume writing
3. Special stationery for letters to prospective employers
4. Access to word processor
5. Long distance WATS line
6. Telephone answering services
7. Counseling sessions on benefits, financial planning, retirement, and how to start a business

8. On premise interviewing by prospective employers

Outplacement services can help employees to network with each other by sharing information about possible jobs. The supportive environment which is created helps ease the transition into the job search. In addition, people tend to find new employment more quickly than they do on their own.

The following are some of the benefits of an outplacement program to the employer:

1. Maintains company's reputation as a good citizen and a good employer
2. Cost effective
3. Governmental assistance

APPENDIX D

A Staff Workshop on Job Placement Issues

APPENDIX D

A Staff Workshop on Job Placement Issues

During the preparation of this manual, a day-long workshop was provided for Richland College personnel to disseminate information and to increase communication about student placement. Staff and faculty involvement provided useful discussions of the research leading toward this manual, and to planning changes in the placement services at Richland College. The participation of administrators, counselors, and instructors was crucial to the success of the workshop. Similar workshops might prove helpful to other institutions who are expanding or redesigning their student placement services.

The steps involved to insure workshop attendance were:

1. Placement of bulletins in staff newsletter on a continuous basis for three months prior to workshop date

2. An invitation sent by the Vice-President of Instruction to all division chairs stating, " The workshop should be an important step for us in trying to design a more comprehensive program for the college. Because of its seminal importance, please see that your division is represented by at least one administrator or faculty member. If your division contains technical/occupational programs, please see that at least one faculty member from each program attends the workshop if at all possible ...It is especially important that those faculty members having co-op and placement responsibilities for their particular programs attend the workshop."

3. Personal invitations were received from project staff members.

4. Event planning was continuously up-dated through inter-campus mail using a project logo and graphic.

Workshop packets included: 1) A schedule of the day's activities, 2) A glossary of placement service terms, 3) A synopsis of informal placement activities being accomplished through the Adult Resource Center, Community Counseling, Cooperative Education, Continuing Education, Faculty, Special Services, and the Veterans Office 4) A profile of the guest speaker 5) A copy of the needs assessment tool used in the project 6) Topics for the afternoon discussion groups and 7) A form for evaluating the workshop.

A presentation titled "Redesigning College Placement for the Coming Decade" by author Dr. Robert Wegmann was the only part of the daylong workshop that was open to students and other interested community members.

Additional publicity for the public guest lecture included:

*Identifying instructors with classes at that time and suggesting that they bring their students

*Inviting placement officials from area colleges and universities

*Promoting the event through campus posters, marquees, and banners

*Placing a pre-event story on the guest speaker in the campus newspaper

*Disseminating a news release to area media

The all day workshop began with an assessment of current priorities of college students. Presenters noted a survey which reflected the importance of economic values for college freshmen. In an effort to see if this national survey

reflected the values at the sponsoring college, students were interviewed before the workshop and their responses were recorded on video tape. A video presentation showed student responses to two questions: What is your reason for attending college? Why do you think most students are attending college? Although several reasons were mentioned, good jobs with good pay topped the list.

The next activity for the workshop was a summary of research on college placement models. Research was conducted in two ways: 1) A computer search of the literature for the last four years and 2) Personal interviews with placement staff at area colleges and universities. The findings of that research make up the whole of this manual.

Results of the needs assessment tool were next revealed. A survey was completed by the college's students, faculty and staff, and by area business and industry representatives. Respondents were asked their ideas about what would constitute an "ideal" placement program at the college. Various programs and activities were rated as "essential", "beneficial", or "not necessary." According to the survey, the top five activities of a successful placement office should be:

1. Provide up-to-date information on the job market and careers.
2. Provide assistance for students in developing employabilty skills, such as resume writing and interview skills.

3. Identify and develop job openings within the community.

4. Maintain files on employers who have hired students, kinds of jobs available, salaries, benefits, and turnover rates.

5. Maintain a computerized job listing system capable of storing student data, matching skills to employer's job requirements, listing job orders, and student applications.

The project staff presented an update on placement activities, such as classroom visits and job search seminars, and goals. One important goal was increased contact with business and industry. This would include developing an employer file so that students can learn about area businesses, especially the smaller ones.

Afternoon discussion groups were led by five facilitators who had been trained before the workshop. The following questions were given to the groups for discussion and reporting:

1. What can Richland College do to heighten employer perception of this college as a place to call for qualified job candidates?
   How can job openings and potential employers in the surrounding area be identified?
   What do businesses want to know about student skills?

2. How would you design the ideal job placement center for Richland College?
   What would be its main functions?
   What personnel would be necessary?
   How can non-credit (vocationally trained) students be assisted in their job search?

3. What are the primary issues surrounding student placement services?
   How can placement personnel, faculty and administrators work together to place students?
   How can Richland College provide for the job placement needs of special populations such as handicapped students,

single parents, displaced homemakers, and dislocated workers?
Other issues?

The final hour of the day included a summary of each group discussion by the group leaders and closing remarks from the project staff. Group leaders also provided written discussion summaries which were used by the placement coordinator in planning activities and by the project staff in preparing the manual.

GLOSSARY OF TERMS

Glossary of Terms

The following terms appear frequently in the printed literature about placement services and are widely used in conversations about student job placement. These words and phrases may have different meanings in other contexts. They are defined here according to their intended meanings in this manual.

DACUM (Developing a Curriculum) An approach to occupational analysis that can be used to develop a valid list of competencies for almost any job in two days. The process was developed by the National Center for Research in Vocational Education, Ohio State University.

Early Leaver A student who leaves a training program before graduation, but who has developed marketable skills for employment.

Follow-up The collection of data used for analyzing and describing the quantity and quality of student job placement.

Industry Sensitive Services and personnel are aware of the trends and needs of area businesses. Training is structured toward these perceived directions and placement efforts are focused on employers who will be able to hire.

Job Development A directed effort to locate and/or create employment opportunities for a specified group of people where: (1) none existed before, (2) there is a new or emerging occupation within a company or (e) there is simply an effort to "uncover" existing jobs within a business or industry.

Marketing Tool Evidence of a high rate of employment from a given degree plan, series of courses, or college may persuade potential students that the program and its graduates are successful. This evidence may encourage employers to hire graduates or future students to enroll at the institution.

Placement or Job Placement or College Placement Services These terms are used interchangeably to describe the college sponsored activities designed to reduce periods of unemployment or under employment for students during or after their training.

Preemployment Preparation Teaching or counseling about the job search process, about successful work attitudes, and how to communicate skills to employers are activities intended to prepare the student for a successful work experience.

Self-Directed Job Search Students take the responsibility for developing employment leads using the acquired skills of occupational research, information gathering, decision making, networking, and other job search techniques.

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RESOURCE PEOPLE

This manual is based on the contributions of many people. Special appreciation must be given to the individuals listed below and to many others who also provided valuable assistance for this project.

Kenneth M. Berryman, Coordinator
Career Planning and Placement
El Centro College
Dallas, TX

Larry Bonner, Coordinator
Special Services
Richland College
Dallas, TX

Judy Brewster, Coordinator
Job Placement
Eastfield College
Mesquite, TX

Barbara Brunette, Vice President
First Republic Bank
Garland, TX

Jackie Claunch, Division Chair
Technology Division
Richland College
Dallas, TX

Barbara Echord, Assistant Director
Career & Continuing Education
DCCCD
Dallas, TX

Frank Ellis, Director
Financial Aid/Job Placement
Cedar Valley College
Lancaster, TX

Mary Floyd, Employee Relations Manager
Presbyterian Hospital
Dallas, TX

Reginald Gates, Senior Account Executive
Business and Professional Institute
Richland College
Dallas, TX

Mary Griffith, Project Manager
Texas Higher Education Coordinating Board
Community Colleges and Technical Inst. Division
Austin, TX

Patricia D. Harrison, Coordinator
Job Placement
Brookhaven College
Dallas, TX

Debbi Ann Harwood, Program Director
Continuing Education
Richland College
Dallas, TX

Mary Heitman, Senior Counselor
Texas Rehabilitation Commission
Garland, TX

John Harwood, Counselor/Instructor
Counseling Division
Richland College
Dallas, TX

Bob Horton
Human Resource Development
E-Systems, Incorporated
Dallas, TX

Terry L. Kepler, Director
Career Center
Southern Methodist University
Dallas, TX

Bill Lewis, Coordinator
Job Placement
Mountain View College
Dallas, TX

Ernie Mansfield, Service Representative
Texas Employment Commission
Richardson, TX

Jerry C. Moore, Director
Career Planning and Placement
University of Texas at Dallas
Richardson, TX

Richland College
12800 Abrams Road
Dallas, Texas 75243-2199

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